



Middle States Accreditation
2017 Self-Study Report

Presented by: The University of Maryland, College Park

December 20, 2016

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<http://www.provost.umd.edu/MS17>

TABLE OF CONTENTS

Contents

I.	Executive Summary	3
II.	Introduction	9
III.	Standard I: Mission and Goals	17
IV.	Standard II: Ethics and Integrity	21
V.	Standard III: Design and Delivery of the Student Learning Experience	29
VI.	Standard IV: Support of the Student Experience	43
VII.	Standard V: Educational Effectiveness Assessment	57
VIII.	Standard VI: Planning, Resources, and Institutional Improvement	67
IX.	Standard VII: Governance and Leadership	79
X.	Concluding Remarks and Summary of Recommendations	88
XI.	Steering Committee membership and Working Group Organization	91
XII.	Documents and Appendices	94

2016 Self Study Report: The University of Maryland, College Park Submitted to the Middle States Commission on Higher Education

Executive Summary

Institutional overview

The University of Maryland, College Park (referred to throughout the report as UMD), is a public research university; the flagship campus of the University System of Maryland; the 1862 Land Grant institution in the state; and, as of 2014, a member of the Big Ten Conference and Academic Alliance. It is a member of the Association of American Universities, an organization composed of the leading research universities in the United States and Canada. As a land-grant institution, the university shares its research, educational, cultural, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with state, federal, private and non-profit partners promote economic development and improve quality of life. As a Carnegie Doctoral University (classified as Highest Research Activity), the university ranks among the best public research universities in the United States, and strives for excellence in all of its activities, including academics, the performing arts, community engagement, and intercollegiate athletics. One of the most significant and transformational changes since the last accreditation review has been the creation of a strategic partnership with the University of Maryland, Baltimore, called MPowering the State (or MPower), which has greatly expanded research and educational opportunities in an array of fields from bioscience and engineering to law, public health, and agriculture. As of 2016, this partnership between the two institutions has been codified into Maryland state law as the “Strategic Partnership known as The University of Maryland.” Other similarly creative partnerships have enabled UMD to continue to grow despite a decade of shrinking federal funding. This has been a period of innovation and entrepreneurship at UMD.

Process leading to the Self Study; a culture of self-analysis

The Middle States review and the opportunity for reflection provided by the self study process have played an important role in the larger strategic planning process at UMD. The last Self Study took place in 2007 and was a catalyst for a campus-wide initiative that resulted in the development of the 2008 strategic plan, entitled *Transforming Maryland: Higher Expectations*. This strategic plan served as the context for UMD's 2012 Periodic Review Report and now, eight years later, continues to provide fundamental benchmarks against which the university strives for continued institutional improvement. In 2015, President Loh created the Flagship 2020 Commission, which divided into four workgroups and an overarching faculty oversight board. These groups sought to identify opportunities for new revenue generation; for innovation and efficiencies in administration, research, and education; for revising and rationalizing the budget

model; and, finally, for revising—but not rewriting—the seminal 2008 strategic plan. The resulting document, *Equal to the Best: 2016 Strategic Plan Update*, was approved by the University Senate in April. The report containing the synthesized findings and recommendations of the Flagship 2020 Commission was finalized in late September and the Administrative Modernization Team is operationalizing these recommendations in an effort to streamline processes and redirect recouped funds toward the mission of UMD. The span of time between the 2007 Middle States review and this review has been a decade of tremendous growth at UMD and the institution has been rigorous in conducting self analyses and strategic planning. MSCHE reviews have been a driver in this process.

The initial draft of the self-study was made available to the entire university community for comment and review in September 2016. Feedback was collected and incorporated into the final version.

Organization of the Self-Study

This self-study is organized around the 2014 MSCHE Standards for Accreditation:

Standard I: Mission and Goals

Standard II: Ethics and Integrity

Standard III: Design and Delivery of the Student Learning Experience

Standard IV: Support of the Student Learning Experience

Standard V: Educational Effectiveness Assessment

Standard VI: Planning, Resources, and Institutional Improvement

Standard VII: Governance and Leadership

In preparing for the 2016 Middle States Accreditation Review, seven working groups were established to address each of the seven standards. Each working group was supported by the participation, advice, and assistance of many individuals from across the university community, and constituents represented a diverse cross section of campus stakeholders. Each of the seven working groups carried out a comprehensive review of university documents, policies, procedures, informal practices, and current activities that spoke to their particular standard. Relevant documents and materials were gathered together by each group (many of which are hyperlinked throughout the report and appear in the appendices) and a report was developed from these supporting materials to demonstrate compliance with the standard for which they were responsible. Each standard is addressed in its own chapter in the comprehensive self-study report, and associated criteria are attended to in detail. Each chapter concludes with a statement that assesses whether or not the standard and associated criteria have been met. In all cases, the working groups concluded that the criteria have been met. However, the working groups also identified a number of areas for improvement.

Summary of Recommendations

A number of recommendations emerged from the efforts of the working groups. The Middle States Steering Committee reviewed them and consolidated them into those that relate to

multiple standards or to the campus as a whole, that are actionable, that are tied to the strategic priorities identified through the work of the Flagship 2020 commission, and that could have the most immediate impact for continued improvement of the university. The Steering Committee settled on eleven recommendations, which are summarized in tabular form at the end of the report. Each recommendation is tied to the standard (or standards) to which it speaks. The recommendations are to:

1- Develop a "policy on policies and procedures" that explains how policies are created and revised and that calls for regular reviews of existing policies and procedures.

This recommendation emerged primarily from Standard II. While many policies and procedures are reviewed periodically on an ad hoc basis, it is recommended that policies and procedures be reviewed more regularly. For example, the Provost's office took the initiative of updating the promotion and tenure policies and procedures through the work of a joint Provost/Senate task force and subsequent passage by the Senate. These recent revisions of the policy also require that each unit's promotion and tenure criteria be reviewed no less frequently than once every five years. Similar strategies could be implemented more widely across the campus as a mechanism for continuous improvement.

2- Improve methods to disseminate and increase awareness of important policies and procedures among all of its constituencies.

This recommendation emerged from several working groups, but most generally from the work related to Standards II and III. In relation to Standard II, the university's policies and procedures are, indeed, firmly grounded in a philosophy of ethics and integrity. The university maintains a Web site with relevant policies for faculty, staff, and students, which are readily accessible to the campus. However, handbooks, catalogs, and student-facing and faculty-facing Web sites do not always keep up with changes as they occur. For new policies or major revisions, community members could benefit from summary guidelines and/or "frequently asked questions". This is particularly important for student-facing sites with curriculum changes and academic guidelines. A means of improvement could be the implementation of an integrated customer relationship management (CRM) system that could allow for a more automated update process.

3- Strengthen the university's efforts to hire and retain underrepresented minority faculty.

This recommendation, which emerged from the work related to Standard II, is essentially a reaffirmation of a goal clearly articulated in the 2016 Strategic Plan Update, calling for continued efforts to diversify the professoriate. While the university is already engaged in a number of strategies, significant progress will require a sustained and focused effort, and a commitment of resources, over a long period of time.

4- Continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians, and develop strategies to redress salary compression.

As discussed in Standard II, during the last several years the university has undertaken an effort to more fully integrate instructors and research scholars who are not among the tenured/tenure-track ranks into the fabric of the university. A number of important steps have already been accomplished, such as improvements in the clarity and regularization

of titles, standardization of appointments, and creation of paths for career advancement. However, the policies and procedures for professional track faculty (those not on the tenure track) around salary adjustments, workload, professional development, and participation in the university's shared governance process, still lag those for tenured/tenure-track faculty, for permanent status faculty (librarians), and for staff. This recommendation recognizes the need for continued progress.

5- *Develop a coordinated approach to assessing the impact of programs and services supporting educational excellence.*

A central focus of the university's strategic plan, both in the 2008 plan and the 2016 update, is educational excellence, with a call for the university to provide a central infrastructure to support this part of its mission. A number of new programs and initiatives have been put in place in support of this effort over the last five years, both within the Division of Academic Affairs and within the Division of Student Affairs. Individual programs have various ways of assessing impact, and some are new enough that assessment is only beginning. As discussed in Standards III and IV, this is a recommendation to develop common and coordinated assessment strategies, wherever possible.

6- *Develop a more intentional and collaborative approach to student success that is inclusive of faculty, advising (colleges), and programs within the Division of Student Affairs.*

As with recommendation 5, this is a call for enhanced collaboration between Academic Affairs and Student Affairs on the delivery of services broadly connected to student support. Strategies could include implementation of common advising software; streamlined and sharable records for student advising; coordinated communication with other support services such as the Health Center, the Counseling Center, and Resident Life; and implementation of data analytics tools to better assess the student experience.

7- *Standardize the university's data governance practices.*

This recommendation emerged from an evaluation of Standard IV, but it relates to other standards more broadly. The University of Maryland's decentralized organizational structure creates challenges for maintaining consistency in data management and security practices. Although the university has policies and procedures in place for managing student information with the utmost care and security, the implementation of such practices is not always standardized across data managers, stewards, and users. This includes sufficient access to data across campus to encourage evidence-based decision making. While the university has met the elements of Standard IV, criterion 3 by the organization of its data administration, improvements can be made through standardization of data governance practices at the steward, manager, and user level to mitigate procedural differences.

8- *Standardize the process of articulating desired learning outcomes, assessing outcomes, and using outcomes to inform program and curriculum changes.*

This recommendation, which has a number of elements, is discussed in detail within Standard V. The university has made great strides in developing a comprehensive strategy for developing learning outcomes for undergraduate programs and using their assessment for

program improvements. There is also a robust assessment plan in place for courses that are part of the university's General Education requirements. Faculty contribute significantly to program assessment and are responsible for course reform and implementation, but there is limited recognition of the enhanced workload to faculty involved in course assessment and continual course and program improvement. At the graduate program level, the outcomes assessment review process would benefit from greater structure, a defined template, and, in some instances, a review rubric. Additionally, a more structured feedback mechanism to program faculty, and enhanced use and communication of existing best practices identified in programs that undergo specialized accreditation would be similarly beneficial.

9- *Strengthen the university's commitment to the practice of appropriately allocating resources.*

See recommendation 11.

10- *Complete the analysis of recommendations to identify new revenues and efficiencies and implement those that are deemed feasible.*

See recommendation 11.

11- *Develop a robust, centralized budget model that facilitates transparent resource allocation, accurate multi-year projections, and data driven decisions consistent with the university's strategic goals and mission.*

The context for these three recommendations is articulated in detail in Standard VI. A catalyst for the 2014 launch of the 2020 Flagship Commission was the need for a stronger and more forward-looking approach to the university's budget process, particularly in light of the changing national environment of public higher education. These recommendations are a reaffirmation that improvements in how the university leverages its resources, how efficiencies might be achieved, and how the process of setting budgets might be better linked to university strategic planning should continue to be a high priority. As noted in Standard VI, an outside consultant with a strong national reputation in higher education was engaged to review budgeting, administrative functions, and resource alignment relative to national best practices. In tandem, the Flagship 2020 Commission identified 25 ideas for possible improvements, in efficiency, effectiveness, and revenue generation. An Administrative Modernization Team has been assembled and will be responsible for leading a long term effort to review and implement these recommendations.

As stated, this has been a period of rapid change and self-reflection at UMD, and a number of the recommendations raised by the self-study working groups echo recommendations raised by the Flagship 2020 commission and other entities and so are either in the process of being addressed or are in the sights of leadership to be addressed further down the path.

Relationship between the Self-Study and the Requirements of Affiliation

Evidence provided throughout this self-study is applicable to the Middle States Requirements of Affiliation. The relationship between a particular standard and a specific requirement is identified at the beginning of the text for each standard. The table below summarizes the relationships between the evidence presented and the specific requirement.

Requirement #	Topic	Standard/criterion in which evidence is presented
1-6, 14		see compliance report
7	Mission and goals	Standard I
8	Evaluation and communication of educational programs	Standard III (criterion 8), Standard IV (criterion 6), Standard V
9	Rigor and coherence of educational programs	Standard III, Standard V
10	Institutional planning linked to educational goals	Standard V, Standard VI
11	Documented financial resources and fiscal management	Standard VI
12	Governance	Standard VII
13	Appropriate and unconflicted governing body	Standard VII
15	Core faculty	Standard III (criterion 2)

Introduction

Institutional Overview

The University of Maryland, College Park (referred to throughout this report as UMD), is a public research university and the flagship campus of the University System of Maryland. As a land-grant university, UMD shares its research, educational, cultural, outreach, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with state, federal, private and non-profit partners promote economic development and improve the quality of life for its residents. The university is committed to the advancement of equity and diversity, and we value inclusion in all of our endeavors. As a Carnegie Doctoral/Research University (classified in 2015 as “highest research activity”), the university ranks among the best public research universities in the United States, and strives for excellence in all of its activities, including academics, the creative and performing arts, and athletics.

As with many institutions, the University of Maryland is responding to a changing landscape within higher education. We have a growing number of professional degree programs, both traditional, in classroom programs and distance education programs. We offer a suite of Massively Open Online Courses (MOOCs) as non-credit offerings. Faculty are developing blended and flipped course offerings for the core curricula in undergraduate programs. Growing experiential learning, internships, and global education are priorities, as is a commitment to continuing traditional outreach through our land-grant roots. We aim to educate all of our students to thrive and work effectively in a diverse world. Like most “brick and mortar” campuses, we must articulate the value of the campus experience to students, parents, to our Board of Regents, and to state legislators. And, as with many public universities, we face a changing budget climate and nearly continuous calls for demonstration of effectiveness and efficiency in support of our mission.

As of 2014, UMD is a member of the Big Ten Conference, through which the university has joined the parallel academic organization, the Big Ten Academic Alliance (BTAA).¹ Membership in the BTAA allows us to share best practices, engage in initiatives with a common purpose, and collaborate in a variety of ways that create efficiencies in achieving the common goals of public research universities. The BTAA also provides a new set of peers against which we now benchmark our performance. We are still in the early stages of this new relationship, but it has begun to permeate many aspects of our institutional culture and is broadening and deepening our goals of institutional excellence.

The remainder of this introduction includes a brief overview of the landscape of higher education in the state of Maryland, and the organizational structure and some defining characteristics of UMD. It concludes with a few highlights of developments since the last accreditation visit in 2007.

¹ Formerly the Committee on Institutional Cooperation (CIC).

HIGHER EDUCATION IN THE STATE OF MARYLAND²

MARYLAND HIGHER EDUCATION COMMISSION

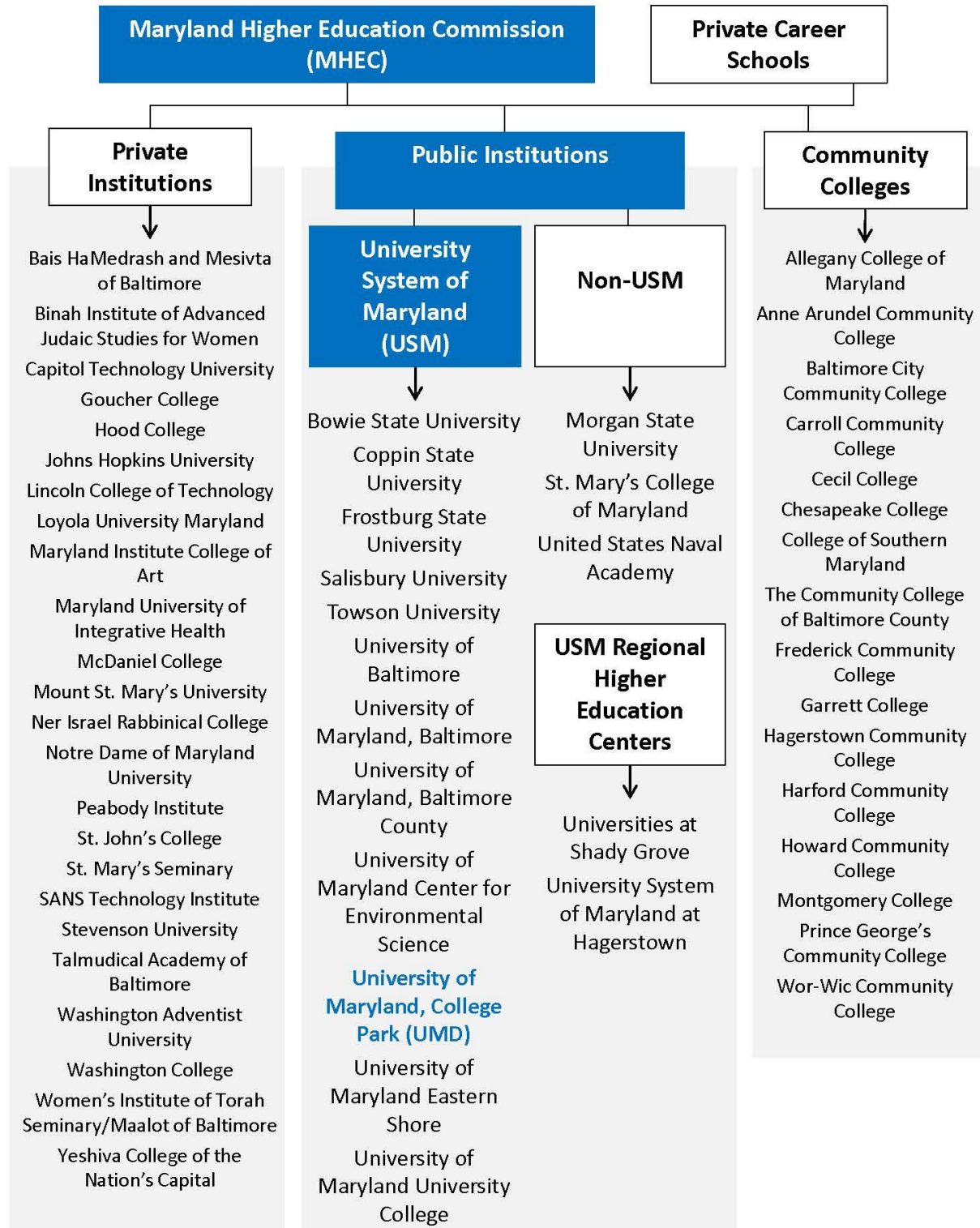
The state of Maryland has 57 colleges and universities and more than 151 private career schools. These institutions are overseen at the state level by the Maryland Higher Education Commission (MHEC), which is the state's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers the state's financial aid programs. The commission's 12 members are appointed by the governor. MHEC coordinates the growth and development of postsecondary education in Maryland. In keeping with the goals outlined in the state Plan for Postsecondary Education, the commission establishes statewide policies for public and private colleges and universities, and for private career schools. The commission reviews and approves the start-up and continuation of new colleges and universities in Maryland as well as requests for new academic programs at established schools, including those in the University System of Maryland.

UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland (USM) was established by the Maryland General Assembly in 1988 from the merger of the five university of Maryland institutions and the six members of the state University and College System of Maryland. Today, the University System of Maryland comprises a system office led by the chancellor, two regional higher education centers, and 12 institutions, including the University of Maryland, College Park, as the flagship campus. The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by providing a comprehensive range of high-quality, accessible, and affordable educational opportunities; engaging in research and creative scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions. USM's programs and activities have a significant impact on the quality of life in Maryland, creating social and economic benefits for people throughout the state and beyond. A 17-member Board of Regents, including one full-time student, governs the University System of Maryland. Appointed by the governor, the regents oversee USM's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents at each of USM's institutions. With the exception of the student member, each regent is appointed for a term of five years, and may not serve more than two consecutive terms. The student regent is appointed for a one-year term, and may be reappointed. Regents serve on the board without compensation.

² The text describing MHEC and institutions within Maryland, including the graphic of HIGHER EDUCATION INSTITUTIONS IN MARYLAND is borrowed with permission from the Self-Study of the University of Maryland, Baltimore. The text describing USM is also borrowed from UMB's Self-Study, with the exception of the reference to UMD.

HIGHER EDUCATION IN MARYLAND: THE BIG PICTURE



USM and UMD AT A GLANCE

FY 2016	University System of Maryland	University of Maryland, College Park
undergraduate students	122,835	27,443
graduate/professional students	41,664	10,697
full-time faculty	8,658	3,291
part-time faculty	8,545	1,018
staff	17,246	5,515
operating budget	\$5.13 billion	\$1.91 billion
buildings	nearly 1,000	253

UNIVERSITY OF MARYLAND, COLLEGE PARK

The University of Maryland, College Park (UMD), was established in 1856 as the Maryland Agriculture College, and then became the state's original land-grant institution in 1864. Today, UMD enrolls approximately 27,000 undergraduates, and over 10,000 graduate students. There are no branch campuses, but the university offers programs off-site at regional higher education centers as well as internationally. The curricular inventory includes 93 bachelor's degree programs, 105 master's programs, 82 doctoral programs, as well as certificates at all levels of instruction. Sponsored research activity surpassed \$500M in annual expenditures in FY15, and the university enjoys substantial partnerships with a number of federal laboratories, non-profit organizations, and corporations throughout the region as well as nationally. The university offers faculty and students a vibrant ecosystem that nurtures and encourages innovation and entrepreneurship in a variety of ways. As a public flagship campus, the university is committed to providing high quality educational opportunities that are affordable to all students regardless of family income. The university counts the diversity of its faculty, staff and students as among its strengths and as an essential component of its excellence. Providing equal educational opportunity, hiring and retaining a diverse faculty and staff of exceptional achievement, and recruiting and graduating talented students from traditionally underrepresented groups are institutional priorities.

As seen in [UMD Student Trends](#) data, undergraduate and graduate enrollments and degrees, and undergraduate retention and graduation rates have been increasing steadily over the past ten years. Additional data are available on the "[Campus Counts](#)" page of the Office of Institutional Research, Planning and Assessment.

EDUCATION

The vast majority of the university's instructional offerings are delivered on the main campus in College Park, by faculty located in its 12 academic colleges. All undergraduate major programs are tied to a General Education curriculum with a common set of overarching learning objectives. As a major research university, the scholarly and educational agendas of the campus are tightly connected, with many opportunities for undergraduate research, engagement of graduate students in instruction, and numerous other opportunities for students that rely on the scholarly expertise of the faculty. Among the newest innovations in the undergraduate curriculum are "Fearless Ideas" courses, led by the Academy of Innovation and

Entrepreneurship, that embed “Design Thinking” and “Lean Startup” methodologies into a wide array of courses, and the new First Year Innovation and Research Experience (FIRE), that provides an inquiry-based research experience and mentorship to first-year students through faculty-led projects. The university has long been known for its outstanding living-learning opportunities that serve over half of all incoming freshmen. An annual review process, established in 2008, ensures that the suite of offerings remains vibrant, fresh, challenging, and relevant. A wealth and diversity of other special experiences create tremendous additional value in partnership with the academic majors. The text within Standard III includes specific examples, along with a description of evaluation and assessment strategies to maintain quality and enable continuous improvement.

UMD’s graduate programs are centrally focused on doctoral research training, although master’s degree programs have become an increasingly important within the portfolio of offerings. A major undertaking since the last accreditation review was a comprehensive review of each doctoral program, to determine appropriate program size based on capacity for supporting and mentoring students and on quantitative and qualitative measures of student success. Enrollment goals were implemented at the start of fall 2010. Now, in 2015, the total number of entering students has decreased by about 10%, but the 10-year completion rate for doctoral students has climbed six points to 65.1%, well above the national average of 56.6%, and the median time to degree is 5.3 years. “Field Committees” are used to provide new opportunities for growth in research and scholarly areas that cut across disciplinary boundaries, in which doctoral programs do not yet exist, allowing students and faculty to work at new boundaries of their fields.

In addition to on-campus offerings, UMD offers complete degree programs, or portions thereof, at twelve additional locations throughout the state and internationally. The majority are for specific programs for which a particular site is most convenient for the select cohort of students to be served. The most significant additional location is the Universities at Shady Grove, a regional higher education center operated by the University System of Maryland, with programs delivered by nine USM partner schools. In all instances, programs and curricula at off-site locations are subject to the same faculty oversight and university review processes as are used for on-campus instruction, as well as to state regulations for faculty credentials and academic integrity.

RESEARCH AND INNOVATION

Research and scholarship are core aspects of university’s mission, requiring first and foremost a focus on attracting and retaining the best and most productive faculty. Accomplishments are measured by faculty recognition, research funding, collaborations and partnerships, and the impact of the scholarship: how it pushes the boundaries of knowledge, experience and technology, and how it informs academic and public conversations on societal issues and cultural heritage.

Despite a prolonged period of constrained federal funding, faculty research productivity has continued to increase since the last accreditation review. Research awards in FY15 hit an all-time record of \$550 million—up 15 percent over \$479 million in FY14 and up 18 percent over \$466 million in FY13. The Nature Index of Academic Productivity ranks UMD 15th among all universities, sixth among U.S. public universities, second in the Big Ten and fourth in research productivity among all universities without a medical school. UMD’s federally funded research expenditures ranked fourth in 2013, up from sixth in 2006, among universities without a medical

school. UMD is currently ranked first among all U.S. universities in active Advanced Research Projects Agency-Energy (ARPA-E) awards, both as lead organization and for total active awards.

While the total number of tenured and tenure-track faculty has essentially remained unchanged since 2008, the number of faculty with research titles has grown by 50 percent. Much of the increase in UMD’s research portfolio is a direct result of a targeted effort to develop a network of strategic partnerships with federal agencies, government labs and the private sector.

One of the most significant and transformational partnerships since the last accreditation review has been the creation of a strategic partnership with the University of Maryland, Baltimore, called *MPowering the State* (or MPower). Because of the existing complementarity of missions of the two campuses, MPower has greatly expanded research and educational opportunities in an array of fields from bioscience and engineering to law, public health, and agriculture. An example of a major research initiative is the Center for Health-Related Informatics and Bioimaging, which combines advanced computer expertise and resources at College Park with clinical data and biomedical expertise in Baltimore. The existing partnership within the Institute for Bioscience and Biotechnology Research has been re-energized by combining expertise in engineering, medicine, quantitative sciences, bioscience, and technology in pursuit of advanced research and commercial-governmental partnerships. There are now some 70 joint faculty appointments, compared to only a handful a few years ago, further accelerating opportunities for joint research. The tables below, also found in the 2016 Self-Study Report of the University of Maryland, Baltimore, give a snapshot of the accelerated research and innovation productivity resulting from this exceptional partnership. As of 2016, this partnership between the two institutions has been codified into Maryland state law as the “Strategic Partnership known as The University of Maryland.”

MPOWERING THE STATE RESULTS IN RESEARCH FUNDING

	Total FY12	Total FY13	Total FY14	Total FY15	Total FY12-15
Joint Proposals Submitted	4	68	114	112	298
Joint Proposals Awarded	1	18	26	36	81
\$ Awarded	\$2,949,998	\$14,552,295	\$27,090,060	\$26,178,105	\$70,770,458

MPOWERING THE STATE RESULTS IN TRANSLATING RESEARCH

	2011	2012	2013	2014	2015
Invention	206	265	264	366	306
Startups	5	7	11	8	10
Licenses	28	34	41	51	56

COMMUNITY PARTNERSHIPS, ENGAGEMENT, and SERVICE TO THE STATE

As a public flagship university, UMD has a special responsibility to promote economic development in the state, to support an open and welcoming environment for local residents, and to engage with the community (local and regional) in business, educational, and societal goals. In 2012, a “University District 2020 Vision” was created, through the College Park Community

University Partnership (CPCUP), to establish a shared set of ideas and values for the campus and local residents that will improve quality of life for all who live and work nearby. Initiatives include direct investments and facilitation of private investments in development projects, as well as a range of efforts in public safety, transportation, education and sustainability.

Numerous redevelopment projects have already begun to transform College Park into a vibrant, walkable mixed use hub of activity including retail, office and housing options. These include public/private housing, a hotel and conference center, and the creation of a master plan for an “innovation district” adjacent to campus with incubator space to attract new businesses. To support improved public safety, UMD’s police force now has an expanded jurisdiction to cover a number of city neighborhoods. The campus has expanded its Code of Conduct throughout the City of College Park to promote family-friendly behavior in local neighborhoods.

The Office of Community Engagement (OCE) was created in 2012 to support and facilitate collaborative activities that link the university, College Park, and the wider diverse community for the benefit of all. OCE now has an integral role in developing College Park into a top-tier college town. In partnership with several campus offices, and with the volunteer efforts of faculty, staff, and students, OCE organizes programs and activities to foster stronger ties with the local community. These include the College Park Dream Team, a basketball partnership designed to strengthen relationships between community youth and officials from a team of local law enforcement agencies; Good Neighbor Day which focuses on service-learning projects; the Center for Educational Partnership offering a range of academic enrichment programs; and formal partnerships with Northwestern High School and with Paint Branch Elementary School through which the university provides service learning, professional development for teachers, and broader educational opportunities for College Park residents.

The University of Maryland Extension (UME), which operates in partnership with the University of Maryland, Eastern Shore, has long been an important outreach partner to the local community and beyond, tracing its roots to the university’s original land-grant mission. In 2014, the UME Initiative on “Resilient Communities and 4-H Youth Development” offered 380 community club programs focusing on activities that support nearly 80,000 youth across the state to learn about science and technology, healthy living, and citizenship. These include hands-on programs in urban communities to teach participants about Maryland agriculture, 4-H sponsored robotics teams and leadership programs, environmental education with a focus on the Chesapeake Bay, and food safety initiatives for the farming and fishing professional communities.

The scholarly expertise of the faculty contributes directly to the social well-being of the citizens of Maryland, not only through outreach and engagement but through applying the expertise of the faculty directly to societal needs. For example, the College of Education provides professional development for teachers and school administrators in 44 schools and school districts throughout the state, including executive level instruction through a professional doctoral program. Within the School of Public Health, the Maryland Center for Health Equity applies its research to eliminate racial and ethnic health disparities in Maryland and increase inclusion of racial and ethnic minorities in health research. In 2012, the Center was designated a “Center of Excellence in Race, Ethnicity, and Health Disparities Research” by the National Institutes of Health’s National Institute on Minority Health and Health Disparities.

RELATIONSHIP TO STRATEGIC PLANNING

Our 2007 Self-Study was followed by a campus-wide initiative resulting in a Strategic Plan, entitled [*Transforming Maryland: Higher Expectations*](#), finalized in May 2008 with an enthusiastic endorsement by the University Senate. This document served as the context for our [2012 Periodic Review Report](#). Now, eight years later, the 2008 Plan continues to provide the fundamental benchmarks around which the university strives for continued institutional improvement.

In 2015, President Loh engaged the campus in a major strategic initiative to revise – but not rewrite – the 2008 Plan, along with a comprehensive review of our budget model and a focused effort to identify innovations and efficiencies that will position the University of Maryland as a “top ten” flagship university. This initial work, named the [Flagship 2020 Commission](#), was completed in early 2016. As part of this effort, a [2016 Strategic Plan Update](#) was created following a series of community vision sessions, focus groups, online surveys, and open forums. The Update was endorsed by the Senate on April 7, 2016. Four additional Flagship 2020 workgroups focused on identifying opportunities for new revenue generation; for innovation and efficiencies in administration, in research, and education; and for revising and rationalizing the budget model. The 2016 update and the processes and outcomes identified by the other workgroups have informed many aspects of this Self-Study and will be referred to throughout the remainder of the document. A number of the findings identified by the Flagship 2020 Commission are now under further analysis by the Administration Modernization Program team, an operational body whose stated goal is to develop, prioritize, and execute a comprehensive set of projects aimed at generating revenue, saving cost, supporting efficiency and improving academic planning to position UMD among the best public universities in the nation.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

This standard addresses the institution's mission, the mechanism by which it is approved and made public, and the degree to which its goals are consistent with its mission as well as its organization and structure as an institution of higher education. The elements look for evidence that there is a publicly available and clearly defined mission that is realistic and appropriate to higher education, that it is focused on outcomes, and that it is periodically reviewed.

The documents referenced throughout this standard are used to demonstrate compliance with item 7 of the Requirements of Affiliation, related to its mission and goals.

Criterion 1: Clearly defined mission and goals that:

- a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;*
- b. address external as well as internal contexts and constituencies;*
- c. are approved and supported by the governing body;*
- d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;*
- e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;*
- f. are publicized and widely known by the institution's internal stakeholders;*
- g. are periodically evaluated;*

The university's formal mission statement follows guidelines established by the Maryland Higher Education Commission (MHEC) under [section 11.302 of the Annotated Code of Maryland](#). After review and approval by the University System of Maryland Board of Regents, it is submitted to MHEC for final approval. [As noted by MHEC](#), "Mission statements guide decisions concerning new academic program development and budgets. Mission statements build on each institution's unique strengths and help avoid unnecessary program duplication."

Specific institutional objectives are articulated in alignment with the 2013-2017 [Maryland State Plan for Postsecondary Education](#) and the [University System of Maryland 2010-2020 Strategic Plan](#). They include goals and objectives for undergraduate education, graduate education, research and innovation, diversity, outreach and community partnerships, and infrastructure [1.d, 1.e, 2]. Revisions incorporated in the 2015 document include a stronger focus on diversity goals, as well as on access and affordability, both of which reflect the changing demographics in Maryland. Additional goals include infusion of the curriculum with opportunities for innovation and entrepreneurship, and an added focus on the university as an economic driver for the state through its strong research and innovation agenda.

Criterion 2: Institutional goals are realistic, appropriate to higher education, and consistent with mission

The University's vision, goals, and objectives are also expressed in its [2008 Strategic Plan](#) and in its [most recent update](#). The 2008 Plan, endorsed by the University Senate and adopted by then President C. D. Mote in May 2008, highlighted four key areas: undergraduate education; graduate education; research, scholarship, and the creative and performing arts; and partnerships, outreach, and engagement. A detailed implementation strategy was developed and [progress was tracked](#) for the first three years following its adoption. Subsequently, each college and major unit within the division of Academic Affairs created its own plan, building on the campus-wide document. Additional plans focusing on the key goals of the 2008 document followed. Representative examples include the [Strategic Plan for Diversity](#), a new plan for [General Education](#), and the [Division of IT Strategic Plan](#). More recent materials include the [Report of the President's Commission on UMD and Big Ten/CIC Integration](#), and the [MPowering the State](#) initiative that fuels our strategic partnership with the University of Maryland, Baltimore.

Criterion 3: Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

Many of the goals outlined in the 2008 Plan have been achieved, and most of the action principles identified then still apply. A notable accomplishment from the 2008 Plan is the redesign of the university's General Education curriculum, for which implementation began in Fall 2012. The new requirements are built upon a foundation of faculty-driven learning outcomes and assessments and have sufficient flexibility to allow for new innovations, such as the introduction of "design thinking" methodologies and opportunities for experiential learning and international experiences. Goals for and assessment of student learning, both within the General Education requirements and through the academic major programs, are covered in more detail within Standards III and V. Goals for student support programs are discussed in Standard IV.

In support of the university's public mission as both the flagship and as a land grant university, the UMD College of Agriculture and the University of Maryland Eastern Shore (UMES) have a cooperative relationship in [University of Maryland Extension](#) (UME). UME is a statewide, non-degree education system with approximately 200 tenured, tenure-track, and professional track faculty located in each of the state's 23 counties as well as on the two home campuses and several research and education centers. Maryland is the only state that formally combines the 1862 (UMD) and 1890 (UMES) institutions in such an agreement. This has served to enhance both the partnership between the two while better serving the constituents targeted by state law. Following on UMD's 2008 strategic plan, UME created its [2014-2019 strategic plan](#) with goals, strategies, an action plan, and a process for evaluating its effectiveness. More recently, as part of its mandated triennial report to the USM Board of Regents, seven major programmatic initiatives have been identified to support many of the state's critical needs. These include: global food security and hunger; food safety; environment and climate; sustainable energy; combating childhood obesity; family and consumer sciences; and 4-H youth development.

In 2007, the [University of Maryland School of Public Health](#) was established, also contributing to the University's land grant mission. As the only school of public health at a public institution in the Washington DC metropolitan area, and as the only School of Public Health in the state of Maryland, the School's mission, values, and goals are strongly focused on promoting the health

and well-being of the diverse communities of Maryland, in partnership with other public health entities in the region. The School was accredited by the Council on Education for Public Health in 2010, with reaccreditation confirmed in 2015 for a seven year term.

While this criterion has been met, the university does face continuing challenges that were identified in the 2008 Plan and that continue to be front and center. Most notable are decreasing and unpredictable state funding, deferred maintenance of the physical and IT infrastructure of the campus, and a budget process that has hindered reliable long term planning. Efforts to address these are covered in more detail within Standard VI [**contributes to recommendations #9, #10, and #11**].

Criterion 4: Periodic assessment of mission and goals to ensure that they are relevant and achievable

As noted in the introduction, in 2015 President Wallace D. Loh launched an initiative to revise the 2008 Plan, along with a comprehensive review of the university's budget model and a focused effort to identify innovations and efficiencies that will position UMD among the best of the nation's public flagship universities. The [2016 Strategic Plan Update](#) that emerged also identified a number of opportunities and developments that were unforeseen in 2008.

One example is the "[MPowering the State](#)" partnership with the University of Maryland, Baltimore (UMB). The complementary missions of UMB and UMD have allowed for a substantial expansion in opportunities at both locations, spanning fields as diverse as social science; computer and mathematical science, law, public health, and agriculture. There are now 70 joint faculty appointments. Two major cross-university initiatives were launched: the [Center for Health-related Informatics and Bioimaging](#), and the [Institute for Bioscience and Biotechnology Research](#). MPower's joint technology commercialization effort, UM Ventures, has accelerated invention disclosures, license agreements, and startup companies using the universities' intellectual property. New educational partnerships include an undergraduate living-learning program focused on law and an Agriculture Law Initiative education program through University of Maryland Extension. Goals for further collaboration are outlined in the 2016 Update.

In the 2016 state legislative session, a bill was passed ([Senate Bill 1052](#)), entitled the "University of Maryland Strategic Partnership Act of 2016." This bill formalizes the partnership between the University of Maryland Baltimore and the University of Maryland, College Park, put into motion by the earlier MPower initiative. It establishes a single "University of Maryland" with two distinct campuses and two presidents, with a modest increment in base budget mandated for two new research centers, one entitled the Center for Maryland Advanced Ventures at the University of Maryland (CMAVUM), to be located on the UM, Baltimore campus, the other entitled the University of Maryland Center for Economic and Entrepreneurship Development (UMCEED), to be located on the UM, College Park campus. One mandate of the bill is to identify opportunities for collaboration and alignment among academic programs between the two campuses.

Enhanced and strategic investment in the arts and humanities is another area of focus in the 2016 Update, again through an opportunity unforeseen in 2008. In 2015, UMD entered into a partnership with [The Phillips Collection](#), America's first museum of modern art and home to one of the most distinguished collections of impressionist, modern and contemporary art in the world. Benefits include opportunities to collaborate on programming at the museum, to display

parts of the Phillips Collection at UMD, to host lectures and symposia at UMD by Phillips' visiting scholars and artists, and internships for students.

A third example is the university's entrance into the Big Ten Conference and the parallel academic organization, the Big Ten Academic Alliance (BTAA). The Big Ten leads all other athletic conferences in the number of alumni (5.7 million) and students (nearly 580,000). The Big Ten Network (BTN) reaches more than 60 million homes across the United States and Canada. In addition to athletic events, the network airs segments about its members' students, faculty, staff, and alumni who are making an impact with their research, education and community service. This provides an opportunity to highlight UMD as an academic institution.

Faculty, staff, and administrators have participated extensively in BTAA-sponsored programs on professional and leadership development, and student government leaders meet regularly with their BTAA counterparts. A BTAA large-scale purchase program provides significant discounts on some items (e.g., library materials). UMD students are participating in BTAA study abroad and summer research and language programs with member schools. About 1,150 students from other BTAA institutions applied for summer study/research in 2015 at UMD. A significant outcome from our entrance into the BTAA is the establishment of this group as a new set of peers by which the university benchmarks its performance in student retention, graduation, and access to financial aid, in faculty research productivity and scholarship, and in the strength of our graduate programs, all of which relate directly to goals set forth in the university's mission statement.

As mandated by MHEC, the university's formal mission statement is assessed and re-evaluated at approximately four-year intervals, with participation by relevant divisions of the university, by the University Senate, and review and approval by the USM Board of Regents. The [full text of the most recent version](#) was approved by MHEC in December 2015.

Conclusions:

The university meets this standard. Its mission is clearly defined and developed through collaborative participation, it addresses external as well as internal constituencies, and it guides faculty, staff, and administration in decision making. The university's mission supports scholarly inquiry and creative activity at the level of a major research institution, and the goals focused on student learning are supported by appropriate programs and services. The university's mission and goals are periodically evaluated to determine whether they continue to be relevant and achievable.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

This standard addresses the institution's commitment to its faculty, staff, and students, creating a productive and welcoming work environment, and a fair and stimulating academic environment. The university is very strong in most areas covered by this standard. Effective policies and procedures are in place, and the campus leadership on issues of ethics and integrity is forceful and committed. The university continues to improve its policies and procedures, within a system of shared governance.

Criterion 1: Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

Commitment is manifested both by campus leadership, and through campus policies that are rigorously enforced. President Loh and Provost Rankin exercise leadership through communication on difficult issues related to academic freedom, intellectual freedom, and freedom of expression. The university also has a longstanding Freedom of Expression policy and an accompanying [pamphlet](#). Intellectual property is protected and promoted through the policy on [Acceptable Use of Information Technology Resources](#) and the policy on [Intellectual Property](#). As part of ongoing assessment, modifications and updates to the 2005 IP policy are currently being debated in the University Senate.

The [Senate](#) Faculty Affairs Committee has, within its published mission: "... to ensure that policies related to, but not limited to, employment, academic freedom, morale, and perquisites are kept in high standards and within the principles of shared governance." The UMD Libraries provides online training and individual assistance on ensuring and protecting [copyright](#) and [fair use](#) (including special collections) as well as [author rights](#) and information on [open access](#) publishing.

Questions of academic, personal, and constitutional freedoms are also infused throughout the curriculum, with special resonance in the [Civicus](#) living-learning program. The [Code of Academic Integrity](#) ensures that the principle of academic honesty is upheld by students. The [Code of Student Conduct](#) prevents students from interfering with the freedom of expression of others and upholds the values of free speech and freedom of assembly.

The university has met the elements of this criterion by demonstrating strong commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights through policies, processes, communication, and action.

Criterion 2: A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

The University of Maryland is committed to creating a climate that fosters respect among all members of the community from a range of diverse backgrounds, ideas, and perspectives. The commitment to freedom of expression referenced in criterion 1 is one example. Additional

evidence can be found across campus. Examples include the College of Arts and Humanities [Civility Statement](#); the University of Maryland [Code of Student Conduct](#), effective 1980, latest changes 2015); the [policy on Diversity in Educational Programs](#); Interim Non-Discrimination [Policy and Procedures](#); Disability and Accessibility [Policy and Procedures](#); Sexual Misconduct [Policy & Procedures](#). In particular, the university has professionalized the [Office of Civil Rights and Sexual Misconduct](#), and hired a Director and Title IX Officer (an attorney with experience in the field) along with professionally trained investigators.

A commitment to diversity in every aspect of the university is one of the goals of the 2008 Strategic Plan and led to the creation of a [Diversity Strategic Plan](#). To that end, the university has created a number of offices and processes to address diversity in the past several years. Examples are the [Diversity Advisory Council](#), the University Senate [Equity, Diversity, & Inclusion Committee](#), the [ADVANCE program](#), and the Office of [Diversity and Inclusion](#).

The Office of Diversity and Inclusion provides active oversight, coordination, and evaluation of the University's equity, diversity and inclusion activities. The position of Chief Diversity Officer, headed by an Associate Vice President, was established in 2012. Each college and major division also has a Diversity Officer to work with their respective dean or vice president and other constituents to develop and implement annual diversity goals. One program sponsored by the Office of Diversity and Inclusion is the annual "Rise Above –isms Week", which provides an opportunity for the campus community to examine identity and stereotypes and to develop strategies to overcome structural discrimination and to enhance inclusion. Another significant effort is the [Maryland Dialogues](#), beginning in the spring of 2016; a series of events, lectures, symposia, discussions and listening sessions for faculty, staff, students and alumni to help advance discussions of identity, difference and commonality.

The [ADVANCE program](#), which focuses on issues of women faculty, was originally funded by a five-year NSF grant; the university is providing continued funding for an ADVANCE office for another five years. ADVANCE projects include ADVANCE professors, who are senior women faculty in each college who provide mentoring to junior faculty and advice to the dean; Keeping Our Faculties, a peer network for pre-tenure women; Advancing Together, a workshop for women associate professors; and Advancing Faculty Diversity, a year-long career development program and peer network for assistant and associate professors of color.

Four longstanding President's Commissions – on Disability Issues, Ethnic Minority Issues, LGBT Issues and Women's Issues – provide ongoing education for the campus community, propose policies and practices to support inclusion, and advise the President.

Recent revisions of the Appointment, Promotion, and Tenure ([APT Policy](#) and [Guidelines](#)), include changes designed to increase fairness and transparency and to reduce bias (including implicit bias) in the process. A particular focus over the last few years has been to enhance efforts in the recruitment and retention of underrepresented minority faculty continues (see the discussion under Criterion 5). The university is also working to create a more inclusive environment for Professional Track Faculty (those not on the tenure track) through new policies and procedures for promotion and engagement in faculty governance (see Criterion 5).

The university has met this criterion by creating, through actions, policies, and leadership, a climate that fosters respect among students, faculty, staff and administration across a range of

diverse backgrounds, ideas, and perspectives. Particularly noteworthy are the university's strong commitment to diversity and the leadership of President Loh.

Criterion 3: A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

The university is subject to federal and state anti-retaliation and whistle-blower laws, and all USM and university policies comply. For example, the university has grievance policies for [undergraduate students](#), for [faculty](#), and for [staff](#). There is an [ombuds office](#) for faculty, staff, undergraduate, and graduate students, and [grievance procedures](#) for graduate assistants. The university has policies, for both [undergraduate](#) and [graduate](#) students, for the review of alleged arbitrary and capricious grading. The university also has effective policies in place to address [workplace violence and risk assessment](#); [sexual misconduct](#); [research compliance](#); and [animal care and use](#).

The university also trains relevant campus constituents in various topics of professional conduct. Annual orientations are held for newly appointed academic administrators, led by the Office of Faculty Affairs. Provost Rankin instituted quarterly Academic Leadership Forums, attended by chairs, deans, and associate deans, during which key new policies and procedures are featured and discussed. In 2015, the university required all faculty, staff, and students to participate in training in civil rights and sexual misconduct. Each semester, all faculty receive information on the [Behavior Evaluation & Threat Assessment \(BETA\) Team](#). The university disseminates information on alcohol use to students via [AlcoholEdu](#). While it is possible that not all campus constituents are aware of all policies and procedures related to their functions, ongoing efforts track areas that require additional emphasis to ensure that these will reach widely across the campus community.

The university has met this criterion through documented and disseminated grievance policies for students, faculty, or staff, as well as through proactive training opportunities.

Criterion 4: The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

The university has [policies](#) and [procedures](#) addressing conflict of interest and conflict of commitment. Each year, all full-time faculty and staff are required to complete an Outside Professional Activities form, which documents any activity outside the university appointment. These are annually reviewed by all supervisors. In addition, the university has recently been studying these issues through a task force on Commitment, Alternative FTE, and Consulting Arrangements (CAFCA) and via the Flagship 2020 work group on Innovations and Efficiencies in Education and Research.

The Division of Administration and Finance has established a portal for [Principles of Ethical and Responsible Conduct](#), which includes guidance on avoidance of conflict of interest as well as access to relevant USM and UMD policies, in addition to a number of other topics related to professional and responsible conduct. It also includes a link with resources for [reporting inappropriate or unethical behavior](#).

The university has met this criterion by creating policies on conflict of commitment and conflict of interest or the appearance of such conflict, and addressing any concerns brought forward by the community and the public.

Criterion 5: Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.

The university has [procedures](#) and [guidelines](#) for the search and selection of new employees. All university job postings contain an equal opportunity statement. Equity Administrators are involved in every search, working with the Hiring Official and with the search committee (when there is one) to recruit a diverse candidate pool and to assure fairness and equity in the search process. There is an expectation that finalist pools are diverse with respect to race, ethnicity, and gender. UHR's eTerp2 Applicant Tracking and Position Description [system](#) provides uniform information for job postings and supports fair and impartial practices in the review of candidates.

The university recently revised its [policies](#) and [guidelines](#) on appointment, promotion, and tenure (APT) of faculty; these changes have resulted in [processes](#) that are more transparent and inclusive, are more focused on mentoring, and that have a more robust emphasis on the evaluation of teaching. Units are encouraged to be proactive in recruiting minority faculty, including the use of the minority postdoc and graduate student networks created by the [Big Ten Academic Alliance](#) (BTAA) [**contributes to recommendation #3**].

The [ADVANCE](#) office and the [Office of Diversity and Inclusion](#) (both described in criterion 2) have been instrumental in facilitating processes that are fair and impartial in hiring, evaluation, promotion, discipline, and separation of employees.

Over the past few years, the university has worked to become more inclusive in its treatment of faculty in all three groups--tenure track (TTK), professional track (PTK), and librarians—and to ensure their full participation and collaboration in the mission of the university. For example, after a study by a joint Senate/Provost Task Force, the university in 2014 developed a new [policy](#) for PTK faculty (those not on the tenure track). Although still in the process of being implemented, this policy more fully integrates PTK faculty into the fabric of the university, improves title uniformity, and provides a tiered system for promotion. Appointment [agreements](#) for TTK and PTK faculty have been standardized. A [policy](#) on appointment, promotion, and permanent status of librarians was developed in 2007, and the relationship between this policy and the revised policies for tenure-track faculty is currently under review and discussion. The office of the Associate Provost for Faculty Affairs supports all three categories of faculty; for example, the office's Director for Faculty Initiatives has primary responsibility for PTK faculty, and the Director of Faculty Leadership has responsibility for mentoring and has given presentations on mentoring to the librarians.

The university has a [policy](#) on Periodic Review of Faculty Performance (often referred to as post-tenure review). In 2014, the Provost gave implementation [guidelines](#) for this policy, which is now being widely implemented. While having made significant progress, the university should continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians [**contributes to recommendation #4**].

The Office of Civil Rights and Sexual Misconduct provides [guidance](#) on the disciplining of employees found responsible for sexual misconduct, civil rights violations, etc. That office also publicizes its annual summary of activity, to address issues of transparency in reporting.

This criterion has been met. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees are ensured by strong policies, procedures, and guidelines for conducting searches, for appointment, promotion, and tenure of faculty, for evaluation and promotion of professional track faculty, for merit review, and for sexual misconduct and civil rights violations.

Criterion 6: Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

The university as a whole, and University Relations in particular, are committed to the [code](#) of professional ethics as set forth by the Public Relations Society of America (PRSA).

The university's Undergraduate Admissions [Web site](#) provides tools for students and parents to understand its recruitment and admissions strategies. Information includes a [statement of admission philosophy](#) and [factors taken into consideration for admission](#). [Accessibility for special audiences](#) is also articulated, for example, for veterans, transfer students, home-schooled students and the "Golden ID" program for individuals who are 60 or older. The university has stated [policies](#) concerning [qualifications](#) for admission for both undergraduate and graduate programs.

The university has met this criterion by having clear policies and procedures that support honesty and truthfulness in searches and job postings, student admissions and recruiting, accessibility, and internal and external communications.

Criterion 7: As appropriate to mission, services, or programs in place:

- a. *to promote affordability and accessibility;*
- b. *to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.*

In 2015, Kiplinger's Personal Finance magazine ranked UMD as 7th among "best values" in public higher education for Maryland residents and 11th for out-of-state students.

The University System of Maryland, and in alignment UMD, have a number of relevant policies related to affordability and accessibility. These include statements on student classification for admission and tuition purposes ([VIII-2.70](#)), tuition and fees ([VIII-2.01](#)), financial aid for undergraduate students ([VIII-2.41](#)), on tuition fellowships for graduate students ([VIII-2.60](#)), and on waiver of application fees due to financial hardship ([VIII-2.80](#)).

The university has clear policies and procedures ([VI-1.00\(D\)](#)) concerning accessibility for individuals with disabilities. The Counseling Center provides support services for disabled students, providing "reasonable accommodations to qualified individuals to ensure equal access to services, programs, and activities" across the campus. These include a testing office, an adaptive technology lab, and deaf and hard of hearing services. Support is also provided for programs delivered off-site. At the Universities at Shady Grove where UMD offers several graduate and undergraduate programs, UMD has a memorandum of understanding with the facility to ensure delivery of required services.

Information for students and parents regarding tuition, fees, and financial aid are concentrated on three web sites: the [Office of Undergraduate Admissions](#), the [Office of Financial Aid](#), and the [Office of the Bursar](#). The Office of Financial aid provides a number of resources and tools for students to estimate their expenses, apply for aid, or seek advice. Two specific examples include a partnership with [iGrad](#) to promote [financial literacy to current and prospective students](#), and participation in the [Yellow Ribbon GI Education Enhancement Program](#) provide resources for veterans. The promotions of affordability and accessibility are further evidenced in all financial aid announcements and publications.

Criterion 8: Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

- a. *the full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates;*
- b. *the institution's compliance with the Commission's Requirements of Affiliation;*
- c. *substantive changes affecting institutional goals, programs, operations, sites, and other materials issues which must be disclosed in a timely and accurate fashion;*
- d. *the institution's compliance with the Commission's policies;*

This criterion is met through the separate Compliance Report and in references throughout the Self-Study Report.

Criterion 9: Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Periodic evaluation of the role of ethics and integrity in policies, practices, and institutional leadership is embedded within the many assessments and evaluations that are carried out throughout the campus, largely due to the institution's strong culture of shared governance. Several examples follow.

Changes in university policies occur for a variety of reasons, but one avenue for change is through the University Senate. Any member of the campus community can propose legislation to institute or change policy. Proposals are first taken up by the Senate Executive Committee (SEC), who identify whether the proposed legislation is clear enough and actionable enough to refer to a Senate committee. If it is, then the appropriate committee is provided with a formal charge that normally includes a request to review relevant existing policy, consult with experts, review peer practices, identify issues or resource needs, and provide a set of recommendations to the full Senate. This is reviewed by the SEC, and if determined to be appropriate, the legislation is then presented at a full Senate meeting for further deliberation and vote on whether to send recommendations forward to the President for action. This process allows for wide campus participation and consideration of all aspects of the implications of policy changes. Recent pieces of legislation that reflect consideration of ethics and integrity include [Revisions to the Code of Academic Integrity](#) (Fall 2014), Proposal to [Expand Responsible Action in Medical Emergencies](#) (Jan 2013), and Review of the [Maryland Undergraduate Student Grievance Procedure](#) (Spring 2016).

In other instances, periodic assessment is initiated by the university's administrative leaders. The Provost's office took the initiative of updating the [APT policies and procedures](#) through the work of a joint Provost/Senate task force and subsequent passage by the University Senate. Included

is a requirement that each unit's APT criteria be reviewed no less frequently than once every five years.

In 2012-13, a task force led by the Chief Diversity Officer undertook the work of revising campus procedures and guidelines on search and selection. The task force solicited feedback from the campus community, reviewed the practices of peer institutions, and considered national "best practices" in faculty and staff search and selection. The changes take into account contemporary social, technological and workforce realities and aim to create a more nimble and flexible process, while safeguarding and promoting the university's commitment to equity and diversity. After significant campus input, President Loh approved changes that went into effect on February 1, 2014.

Another example can be found in the processes used for search and selection, and for periodic review, of deans. The search committee for a new dean is usually chaired by a sitting dean or experienced administrator, and includes faculty, staff, and students from within the college as representative stakeholders. The search committee identifies a short list of finalists, who are then invited to campus for meetings with deans and division heads, with the Provost and senior staff, but most importantly for an open meeting with college stakeholders. All college stakeholders and senior administrators are invited to provide confidential feedback to the Provost prior to final selection. Similarly, periodic reviews of deans involve committee of unit stakeholders, and confidential surveys and interviews of all parties within the college and with peers. The surveys and interviews routinely include questions related to professional conduct, support for constituents, commitment to diversity and inclusion, and transparency in leadership. Sample survey questions used as part of the review are included as Appendix II.2.

The university has met this criterion by having policies on the review of administrators and programs. Our current policies are firmly grounded in ethics and integrity. While the university has effective policies and procedures regarding ethics and integrity in place, there are areas for improvement with regards to dissemination and awareness for all campus citizens [**contributes to recommendations #1 and #2**].

Conclusions:

The university meets this standard. Ethics and integrity are central to the activities of the institution. President Loh and Provost Rankin regularly communicate with the university community about freedom of expression and respect for all members of the university community. The creation of a Diversity Strategic plan, the role of Chief Diversity Officer, and new programs to develop and support faculty and staff who are members of under-represented groups reflect the dedication of the university to be an inclusive environment.

While the university has effective policies and procedures regarding ethics and integrity in place, there are areas for improvement. It is recommended that the university create a "policy on policies and procedures" that explains the university's policy creation and revision process [**contributes to recommendation #1**]. An example of such a policy is that of [Towson University](#). While many policies and procedures are reviewed periodically on an ad hoc basis, it is recommended that policies and procedures be reviewed more regularly. For example, the Provost's office took the initiative of updating the APT [policies and procedures](#) through the work of a joint Provost/Senate task force and subsequent passage by the Senate. These recent

revisions of the APT policy also require that each unit's APT criteria be reviewed no less frequently than once every five years [**contributes to recommendation # 1**].

It is recommended that the university find better ways of disseminating and increasing awareness of important policies and procedures, particularly those involving ethics and integrity, to all of its constituencies [**contributes to recommendation # 2**].

Our current policies are firmly grounded in ethics and integrity. However, as discussed by President Loh (and under Criteria 2 and 5), issues remain in the hiring and retention of underrepresented minority faculty, which the university continues to address [**contributes to recommendation # 3**]. These efforts, including review of existing policies and practices, should be continued and strengthened if there is to be significant progress.

While having made significant progress, the university should continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians [**contributes to recommendation # 4**].

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

This standard addresses the institution’s commitment to its students to deliver a comprehensive set of rigorous courses taught by qualified faculty. The university is strong in almost all aspects of this standard and has been dedicated to strengthening the student learning experience since the last self-study. The university has shown its strong commitment to educational excellence through changes in policies and administrative programs to better support faculty and ensure instructional excellence as a core institutional foundation.

Evidence in this standard, particularly within criteria 2, 6, and 8, address item 15 in the Requirements of Affiliation, regarding the professional core of faculty at the University of Maryland. The evidence in criterion 8 also addresses item 8 of the Requirements of Affiliation.

Criterion 1: Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

UMD offers a wide range of high-quality academic programs across a breadth of disciplines, leading to degrees or other credentials for more than 35,000 undergraduates, graduates and professionals. The [Undergraduate](#) and [Graduate](#) catalogs identify approved undergraduate academic programs, courses, and include academic, registration and graduation policies and regulations for their respective areas. All undergraduate curricula include approximately 40 credits of [General Education](#) (discussed in Criterion 5), with an overarching set of goals and outcomes expected of all students. The university’s graduate curricula are predominantly focused on doctoral research training, although many new professional master’s degree programs have been developed in the last decade.

Undergraduate	Graduate
Degree Programs	
93 bachelors	80 research doctorates
	2 professional doctorates
	105 masters
Certificates	
1 lower division	41 post-baccalaureate
12 upper division	1 post-master
	6 advanced study

Proposals for new academic degree/awards programs, renaming of programs, changes in curriculum, and requests to introduce new modes of course delivery are all subject to the [Programs, Curriculum and Course \(PCC\) review](#). Under the PCC process, proposals must receive approval from the department, college, the Graduate School (as appropriate), and the

University Senate, as well as in certain circumstances the Board of Regents, and the Maryland Higher Education Commission, all of which share the common goal of ensuring the educational integrity of the program or curriculum. The Provost's [Academic Planning Advisory Committee](#) also advises senior administration on institution-wide academic programming decisions. Changes at the course level are reviewed by the [Vice President's Advisory Committee \(VPAC\)](#) after being approved by department and college committees. An example of how the PCC and VPAC processes are implemented [at the college level is provided](#) by the College of Behavioral and Social Sciences (BSOS).

UMD has numerous special undergraduate opportunities, the successful completion of which lead to citations or notations on student transcripts. Students in the [Honors College](#) and its thematic [living-learning programs](#) and the [College Park Scholars](#) programs are examples.

In addition to on-campus offerings, UMD offers complete degree programs, or portions thereof, at twelve additional locations throughout the state and internationally. The majority are for specific programs for which a particular site is most convenient for the select cohort of students to be served. For example, the Robert H. Smith School of Business offers its part-time MBA program in three off-site locations: in the Ronald Reagan Building and International Trade Center in Washington, D.C., at the Universities at Shady Grove in Rockville, MD, and in the University of Maryland BioPark in Baltimore, MD. Program oversight, course offerings, and delivery are synchronized among the three locations. The A. James Clark School of Engineering offers its Master of Engineering and Graduate Certificate of Engineering, with many specialized curricula, on the College Park campus but also through remote delivery in northeastern Maryland, at the Universities at Shady Grove, and at the [Southern Maryland Higher Education Center](#). The Clark School also supports, through its specialized accreditation (ABET), an undergraduate program in mechanical engineering at Frostburg State University, another USM partner institution. The College of Agriculture offers a joint doctoral program in Veterinary Medicine with Virginia Tech in Blacksburg, VA, which serves a regional need. The College of Education offers course work at local area schools and educational centers to support a variety of opportunities for K-12 teacher professional development.

The most significant additional location for UMD's program offerings is the [Universities at Shady Grove](#) (USG), a USM regional higher education center with programs delivered by nine partner institutions. USG is located in Montgomery County, the most populous county in the state, but which has no four-year institution located within. Undergraduate instruction is at the junior and senior level only, with the majority of students entering as transfer students from nearby Montgomery College. UMD's eight undergraduate programs and ten graduate programs represent approximately 40% of the overall enrollment of nearly 4000 students. Operations are carried out by a staff of 75 full time and 2.5 part-time FTEs who, because UMD is the managing partner, are UMD employees. USG's Executive Director reports jointly to USM's Senior Vice Chancellor for Academic Affairs and UMD's Senior Vice President and Provost. Program offerings, student support services, and financial planning are overseen by the Shady Grove Governing Council, consisting of the provosts of the nine partner universities.

While UMD has a robust global educational agenda, no undergraduate programs are offered internationally. Select graduate programs are offered internationally through negotiated partnerships. Two examples include a master's degree in Criminal Justice at Nanjing Normal University and a Master of Business Administration at the University of International Business and Economics in Beijing, China.

In all instances, programs and curricula at off-site locations are subject to the same faculty oversight and university review processes as are used for on-campus instruction, as well as to state regulations for faculty credentials and academic integrity.

UMD strives to promote the synthesis of learning in both its undergraduate and graduate academic programs through the use of educational objectives, learning outcomes, experiential learning, and capstone experiences. [PCC guidelines](#) state: “the presence of a structured and coherent program of study with clearly delineated program objectives and intended student learning outcome[s] must be evident.”

The [Provost’s Commission on Learning Outcomes Assessment](#) oversees evaluation of the success of undergraduate and graduate educational experiences in achieving their intended outcomes. Assessment is discussed in more detail under Standard V.

Specific elements of UMD’s General Education program (outlined under Criterion 5) are intended to foster synthesis of learning. Many bachelor degree programs require internships, capstone experiences, or other program requirements that focus on synthesis of learning. Some programs are dedicated to synthesis of learning, including all of the living-learning curricula. Many students participate in [undergraduate research](#) (either individually or through organized programs such as [FIRE](#)), [service learning](#), [student leadership](#), and [study abroad](#) experiences. At the graduate level, all master’s and doctoral degree programs require a capstone experience designed to develop a student’s ability to synthesize learning within their program requirements. For example, master’s degree programs have required capstone projects, internships, portfolios, or theses, while doctoral degree programs often have qualifying examinations and a required dissertation project.

Overall, the university has met this criterion through a robust system of program review and approval that is focused on learning outcomes and learning outcomes assessment, which is in turn used to improve those programs over time. The enhancement of learning outcomes assessment process, especially at the undergraduate level, has been an important improvement during the past 10 years.

Criterion 2: Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are:

- a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;*
- b. qualified for the positions they hold and the work they do;*
- c. sufficient in number;*
- d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;*
- e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.*

The majority (73%) of the instructional faculty at UMD are full-time employees, either in tenured or tenure-track (TTK) positions or in long-term instructional appointments. Of the full-time TTK faculty, 92% hold terminal degrees in their discipline.³

³ The tenure-track faculty group includes not only instructional faculty, but agents within the University of Maryland Extension (UME) whose primary mission is outreach and education across the state but not for-credit instruction.

All TTK faculty are required to submit an annual report, which includes identification of scholarly work, teaching and mentoring activity, and service. All units are required to have a [merit pay distribution plan](#) that rewards exceptional faculty contributions to teaching, scholarship, research, creative activity, and service. UMD complies with the State requirements for faculty credentials that mandate academic credentials at or above the level of instruction.

Faculty with tenure-track appointments within the University of Maryland Extension are also formally evaluated on an annual basis, with an emphasis placed on outcomes within the UME outreach programs. Outcomes include annual impact on the community, scholarship within their discipline, and service to the university. As with academic units, UME has a merit pay distribution plan that rewards exceptional faculty contributions to teaching, scholarship, research, creative activity, and service.

The university is committed to providing a similar quality instructional experience for all students regardless of modality, and different course structures are not treated differently with regard to any aspect of instructional administration or resources. Students are given the opportunity to evaluate courses at the end of each academic session using a [common online course evaluation instrument](#) across the campus, which allows for comparison and consistent review. Course evaluation data are then provided to instructors, chairs, and deans, and are used in promotion decisions. Course evaluations are similar across instructional modality, from face-to-face and blended to fully online.

In 2014, [promotion policies for TTK faculty were changed](#), through the campus shared governance process, to require inclusion of both a teaching portfolio and peer (faculty) evaluation of teaching excellence, both of which speak to an increased emphasis on effectiveness in teaching and assessment of student learning. Beginning in AY2015-16 all TTK faculty must submit a comprehensive teaching portfolio as part of a promotion review.

Assistant professors are appointed for 1-3 years, with possibility of renewal for another 1-3 years, with mandatory review for promotion and tenure in the sixth year. Tenured faculty must also be [reviewed periodically](#) and no less frequently than every five years as determined by the unit, and each unit must establish review procedures. Such reviews, an [example of which is provided by the College of Education](#) are meant to facilitate continued professional development, including teaching.

As described in Standard II, the category of Professional Track Faculty was recently created to capture all personnel who are in the employment category of “faculty” (instructional, research, and Extension oriented), but who are not eligible for tenure, and several new titles were created to provide pathways for promotion and professional development. These include both those who are hired on an annual or longer contract and those who are paid by the course. Professional track faculty with appointments of at least 50% of a full-time equivalent are eligible for benefits and are typically, but not uniformly, hired through a contractual agreement of one academic year or longer. UMD has been a leading national voice in developing clear [policies and procedures for the hiring and promotion of Professional Track Faculty](#). Promotion requires formal evaluation on specific timelines and, starting in AY2017-18, will include a teaching portfolio for those who participate in the instructional mission. To qualify for [appointment to the Graduate Faculty](#), PTK

There are also about 70 senior administrators above the level of department chair who hold tenured faculty appointments, and they are not included in these data. An additional 5% of the TTK faculty are agents with appointments in UME, and they are not counted in these data.

faculty normally will hold the terminal degree in their discipline, and will require support from the department chair, as well as from the full members of the Graduate Faculty within that unit (all tenured/tenure-track faculty are full members of the Graduate Faculty).

Professional Track faculty with “adjunct” status are defined to be part-time instructional faculty who are either paid by the course or whose appointments are less than 50% of a full-time equivalent and are ineligible for benefits. They are usually approved to teach specific courses. For those adjunct faculty who have a consistent record of high quality instruction, promotion to “Adjunct II” status is available. The geographical location of UMD provides an advantage for the use of uniquely qualified adjunct instructors. The Faculty Handbook articulates [policies and procedures](#) for the hiring and promotion of adjunct instructors.

Instructional Faculty Headcount		Fall 05	Fall 12	Fall 13	Fall 14	Fall 15
Instructional T/TK	Assistant Prof	242	326	309	303	293
	Associate Prof	433	440	456	451	431
	Professor	677	679	675	692	703
	subtotal	1,352	1,445	1,440	1,446	1,427
Instructional PTK	100%	182*	264	293	338	422
	50-99%	171*	224	210	208	205
	<50%	289*	391	415	398	394
	total	642*	879	918	944	1,021

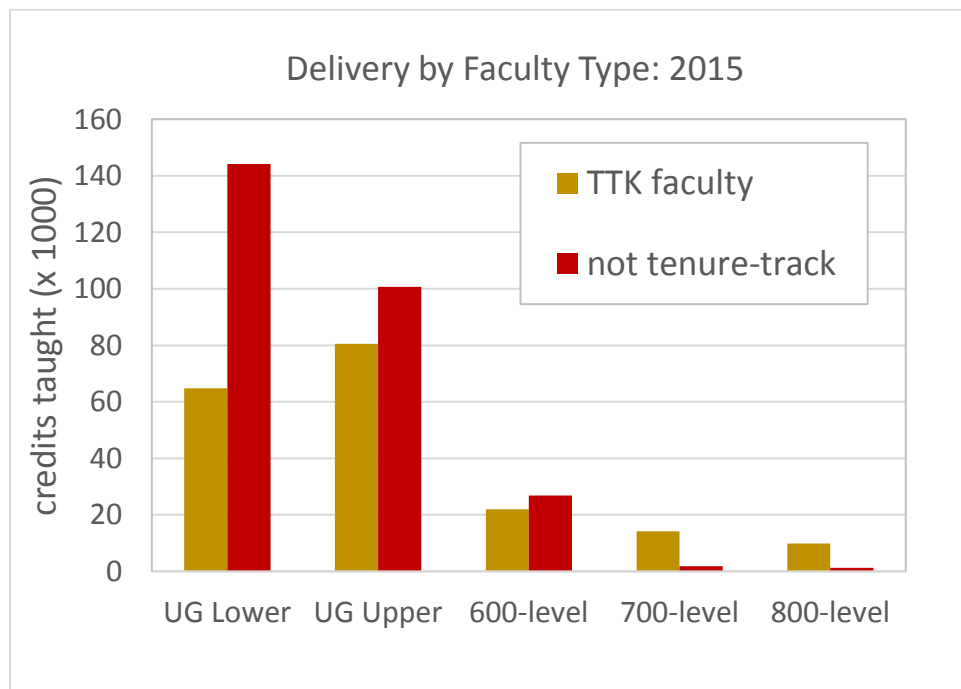
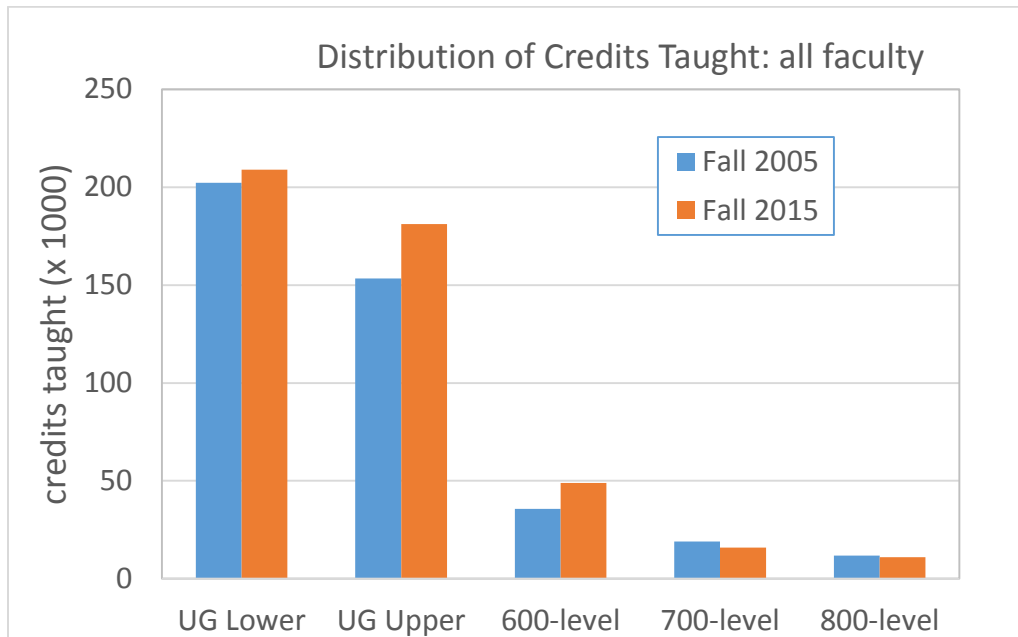
The growth in PTK faculty⁴ reflects a variety of factors, including growth in the university’s research portfolio (for non-instructional faculty, not shown the table), a growth in master’s degree programs in which professional experts from the region are often recruited to provide instruction, an overall growth in instruction, and stagnant growth in TTK faculty as a result of a series of challenging budget years. The number of PTK faculty whose primary mission is research has grown by over 30% since 2005, to over 1800, reflecting the increase in research activity across the campus. About 70 librarians, who are not in either category but have the option of “permanent status”, also contribute to the educational mission of the university.

The university has experienced a 10% growth in the total number of credits taught between fall 2005 and fall 2015, with the largest growth in upper division undergraduate and master’s level instruction. The fraction taught by TTK faculty has decreased from 45% to 41%. The slight reduction in 700-level and above courses reflects a deliberate effort to match the size of doctoral programs to unit resources. The overall student to faculty ratio, as reported in the 2015-2016 Common Data Set, is 16:1.

UMD is dedicated to ensuring that all instructional faculty are provided with sufficient resources for professional growth (see also Standard II). The Provost recently reconfigured campus

⁴ The corresponding breakdown of instructional PTK faculty by job type and FTE status is unavailable for 2005, due to differences in faculty titles and reporting categories, so the values for 2005 are approximate, counting only those with an official title of lecturer or instructor.

teaching and learning resources in the [Teaching and Learning Transformation Center \(TLTC\)](#), led by an Associate Provost, which provides professional development opportunities, resources, and support to all instructors across the university. The Division of Information Technology's [Academic Technology](#) arm provides training and resources for all faculty in the areas of educational technology.



Other resources include instructional grants from the Provost's office through the TLTC and other units across the campus (e.g., the Office of Undergraduate Studies; the Graduate School; the Office of Diversity and Inclusion; the Office of International Affairs; the Academy for Innovation and Entrepreneurship). Many schools and units also provide orientation and training sessions, which are supported by the central campus resources. New faculty are encouraged to participate in a new faculty orientation, and all faculty are encouraged to participate in a yearly 'Innovations in Teaching and Learning' Conference held on campus each spring. With the recent requirement that teaching portfolios now be included within the promotion process of tenure-track faculty, many units are providing additional professional development opportunities in the area of teaching and learning, which will only enhance the excellence of our instructional faculty. The Office of Undergraduate Studies, the TLTC, and the colleges have implemented a variety of faculty learning communities dedicated to improving instruction across campus. The [faculty boards](#) within the [General Education program](#) are an outstanding example of faculty communities taking the lead in undergraduate education on campus. The Graduate School provides a writing workshop for graduate faculty.

Informal, non-credit instruction is provided across the state by UME faculty, who are an additional headcount of 5% in the tenure-track category. Programs are based on the theoretical foundations of adult education, positive youth development, social cognitive theory, planned behavior change, and stages of change. Criterion-referenced assessment tools are used for judging existing educational programs, curricula, and materials. All publications, fact sheets, and UME bulletins are peer reviewed by at least three respected and accomplished faculty within the same discipline at other universities.

The teaching effectiveness of UME faculty is evaluated on a regular basis with a process that is closely aligned with that for other university faculty so that comparisons can be made. UME programs also undergo rigorous evaluation to determine the value of knowledge and skills attained by adult and youth learners. Extension faculty work with the UME Assistant Director for Evaluation and Assessment to design and implement program evaluation research protocols that are reviewed and approved according to the University's IRB process. Findings from UME program evaluation research are published in scholarly articles, as appropriate.

The university has met this criterion, with qualified faculty who are regularly reviewed and provided with excellent resources for improving instructional quality. In particular, recent changes in APT policies, post-tenure review policies, the restructuring of the TLTC, and the General Education program all point to campus climate more supportive of instructional excellence than 10 years ago. Professional-track and adjunct faculty make up larger fractions of our faculty than they did 10 years ago, but UMD has recently provided very clear evaluation and promotion guidelines that help ensure this group of faculty are not only supported in their work but are also encouraged to maintain instructional excellence.

Criterion 3: Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

The [undergraduate](#) and [graduate](#) administrative units maintain portal websites designed to guide prospective and current students to important campus resources, including information about individual academic programs, enrollment, advising, experiential learning, research, career planning, administrative, community, and support services. The undergraduate and graduate

catalogs serve as the official record of academic programs, courses, and policies. A full listing of online resources for students is provided in Appendix III.2.

The undergraduate [Student Academic Success - Degree Completion Policy](#) has now been fully implemented such that each major on campus not only has clearly posted degree requirements but also has benchmark course requirements – a set of specific courses that must be completed within the first year or two of the major, and a [4-year plan](#) that must be developed by all students during their first semester in a major corresponding to the template plan provided by their major department. Students must make progress to degree or change majors.

The Registrar's Office and Graduate School are currently implementing U.Achieve for all undergraduate and graduate students, respectively, a web-based interactive degree audit and academic planning system. This software supports tracking individual progress towards degree, and will improve academic planning for students, advisors, as well as for academic and administrative stakeholders. Although U.Achieve will replace the prior online solution for undergraduate students, this is the first online tracking tool that will be used campus-wide for graduate students.

Overall, the university meets this criterion and has made significant improvements in communicating degree and program requirements, in particular the four-year plan website. That said, challenges remain due to various academic databases that are not yet well integrated across the campus, and which can hinder student support and cause confusion for students, faculty, and staff. A recent effort (as identified in recommendation #2) includes deployment of campus-wide customer relationship management software that will allow academic advisors to share advising information more efficiently as students seek to change majors, add special programs, or be advised for other reasons.

Criterion 4: Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

In 2003, then President Mote convened a task force to review the issue of retention and time to degree completion. At that time, the six-year graduation rate was 81.8%, the four year rate was 62.6%, and the one year retention rate was 92.5%. Very few policies existed to require students to changes majors if they were not making progress.

As a result of this task force, the [Student Academic Success-Degree Completion Policy](#) (SAS-DCP) was instituted in fall 2005. In their first semester, students pursuing undergraduate degrees are required to develop a four-year graduation plan based on published templates. These plans also include benchmark courses that students must complete by the end of specific semesters. If students fail to complete these courses, they are required to find a new major. Prior to changing majors, students need to complete a new four year plan. The SAS-DCP also provides a structure for students to plan additional educational experiences while in college (e.g., study abroad, undergraduate research, or internships). Early planning saves students time and money, and allows the university to educate more students in the State.

In fall 2015, the six year graduation rate is 86.4% and the one year retention rate is 95.4%. The university continues to focus on retention and graduation rates, particularly on four year degree completion as the four year graduation rate currently stands at 66.4%. In addition, the culture of the university has changed; upon matriculation, students understand that following a semester by semester plan assists them in graduating in a timely manner. For transfer students, the 1-year

retention rate from fall 2014-15 was 92.2%, and the 4-year (after matriculation) graduation rate for the fall 2011 cohort was 85.1%.

The [Student Success Office website](#) directs students to all available support services on campus for undergraduate students, including academic support services, counseling, disability support services, and advising. Services are provided for students on academic probation, including retention programs within each college, and special advising is provided by the college for any student with a 2.3 GPA or below.

The annual “planning cycle” process, led by the Office of Undergraduate Studies, ensures adequate seats for students to graduate in a timely manner. Demand for undergraduate courses is monitored during registration periods. Sections and seats are released over time to help ensure that demand is met. Waitlists and “holdfiles” are available to ensure transparent and equitable registration processes for students. Each [Limited Enrollment Program](#) (LEP) provides an adequate number of seats so that any students enrolled in the LEP have adequate access. The Dean for Undergraduate Studies provides General Education seat targets to each college on an annual basis to meet the seat requirements of all undergraduates.

Each academic major must provide a template on how students may complete the degree within four years, and benchmarks are used to ensure that students are making progress toward their degrees. Benchmarks are reviewed annually to determine students’ progress. Students who do not initially meet the benchmarks develop an agreement with the college to either complete or declare a different major where they can be successful. Those directly admitted to the university who are in LEPs are reviewed at 45 credits. Internal and external transfer students who wish to declare a limited enrollment major must complete the gateway courses in order to be admitted.

UMD offers over 350 classrooms of varying sizes and styles. These spaces support teaching and learning by offering instructors flexible spaces that accommodate a variety of teaching styles, and creating technology-rich environments where students and instructors can better learn with one another. Nearly 100% of classrooms are expected to support educational technology by the end of 2016, although several classrooms retain elements less conducive to active learning (e.g., immovable seats, visual obstacles). The university provides instructors and students the opportunity to use new [technological tools](#) to both foster learning and prepare students for life after graduation, and faculty and students have access to myriad software programs through [TERPware](#). In 2017, the [Edward St. John Learning and Teaching Center](#) will open, providing new active learning classrooms and learning spaces.

To encourage the success of graduate students, the Graduate School offers students from all disciplines many robust [academic enrichment and support programs](#), such as teaching and learning training, career development mentoring, writing support, financial literacy development and a variety of [fellowships and awards](#). Clear guidelines exist to ensure that graduate students make adequate and timely [progress to the completion of their degree](#).

Overall, the university has met this criterion by ensuring adequate seats for students to graduate in a timely manner, and by providing a suite of support services to support students’ academic progress. The Provost and the Office of Undergraduate Studies have altered several procedures in academic planning in the past 10 years to better ensure retention and timely graduation of our students, which is evidenced by recent data. As with Criterion 3, better integration and communication of student support services is an area in need of continued improvement for the campus [**contributes to recommendation #2**].

Criterion 5: At institutions that offer undergraduate education: A general education program, free-standing or integrated into academic disciplines, that:

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.

UMD launched a new [General Education program](#) in 2012, using an approach to program design focused on outcomes. All components of the new General Education requirements are defined by sets of [learning objectives](#), with [faculty boards](#) defining the learning outcomes for each category, considering both field-specific outcomes and expectations regarding the skills and knowledge that every student who earns a University of Maryland degree should acquire, regardless of their chosen major. Every course that satisfies a General Education requirement must be submitted for review. Those who submit courses are expected to “demonstrate how the course will (1) give students the ability to meet the learning objective, and (2) determine that students were successful in meeting the learning objective.” This process guides faculty to consider the design of their course according to the learning outcomes approach, and, because of the large number of faculty involved in the process, has served to support the campus’ commitment to outcomes-directed student learning.

All students complete “Fundamental Studies” coursework with learning outcomes addressing essential skills in academic and professional writing, oral communication, mathematics, and analytical reasoning. Students are also required to successfully complete classes that address [learning outcomes](#) addressing human diversity and pluralistic societies; planning, modeling and/or preparing to produce a project authentic to a discipline; proficiency in experimental science; critical thinking in the evaluation of sources and arguments; using information technology; and understanding ethical dimensions. Thus, these key aspects of student growth and learning are seamlessly woven into the fabric of the over 1,000 approved General Education courses.

The faculty boards for each of the General Education categories have recently completed development of [Learning Outcomes Assessment](#) rubrics for each category, and formal assessment has been implemented across the entire program. This extensive program is innovative and unique in the nation as a commitment to the continual improvement of the course offerings in the General Education curriculum as well as that of the overall program.

The signature element of the General Education requirements is the I-Series course. These courses pose a question to students (e.g., “Does Democracy Have a Future?”), and students analyze that question from defined disciplinary or interdisciplinary perspectives. Courses are designed to encourage to students to dive deeply into inquiry using a discipline’s set of paradigms, concepts, and approaches. All undergraduates are required to complete at least two I-Series courses.

Overall, UMD has clearly met this criterion with a General Education program that has received national recognition. While the assessment process is too new to allow for full evaluation, the program has been recognized for its innovations and scope. The development of the faculty boards has been a particularly important element of its success.

Criterion 6: In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

The majority of UMD academic units also offer graduate-level education, designed and facilitated by members of the Graduate Faculty within departments and schools. Graduate programs are vetted and approved using the PCC process outlined above. The Graduate School ensures academic excellence and consistency across all departmental graduate programs and colleges by setting and overseeing policies and standards with its primary governing body, the Graduate Council. The Council acts on behalf of the Graduate Faculty to ensure quality and consistency of graduate study and research.

Graduate faculty within academic units support research, scholarship, and independent thinking by teaching and serving as mentors on qualifying exam, thesis, and dissertation committees (faculty qualifications outlined above). In addition, the Graduate School and many departments offer [financial support](#) and listings of [external fellowships](#) for graduate student research and conference travel. Many departments, as well as the Graduate School, offer special activities, such as dissertation and publication workshops, which are designed to assist the development of student research and publication.

Overall, the university has met this criterion, by offering several graduate and professional programs of national ranking with qualified Graduate faculty. As outlined here and in previous criteria, Graduate Faculty are highly qualified and graduate programs carefully and rigorously reviewed by multiple campus levels. The graduate learning outcomes assessment process is less developed than that of undergraduate programs, but the implementation of U.Achieve and improvements to the graduate process continues with the goal of strengthening graduate program through ongoing review.

Criterion 7: Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.

All academic programs are reviewed and approved by the campus as part of the PCC process, as outlined above. The PCC process asks units to identify whether a third-party provider is involved in delivery of a course/program offering, thus ensuring identification and review of the third party prior to course or program approval.

At UMD, only one degree program is delivered in collaboration with a third party provider: the [Online Master of Business Administration within the Robert H. Smith School of Business](#), through a contractual agreement with NCS Pearson, Inc.⁵ Pearson provides marketing, promotion, student support and delivery of the online-based academic program. Using course content designed by the Business faculty who are the subject matter experts, Pearson develops and creates the online component of all courses, including instructional design, multimedia, and resource hosting according to mutually agreed upon standards; UMD approves all course materials before they are delivered. Student support by Pearson is limited to enrollment

⁵ Formerly Embanet Compass Knowledge Group, Inc.

procedures, billing and similar issues; questions related to course content or financial assistance are forwarded by the company to UMD. UMD hires the instructors of record for each course according to the guidelines outlined above, and is responsible for assigning academic credits and degrees to students who have successfully completed the necessary academic criteria for the program. UMD retains sole authority for admission and registration decisions, as well as maintenance of education records according to Family Rights and Educational Privacy Act (FERPA) regulations. UMD retains all intellectual property rights to the course materials, but the company may use that material freely to market and deliver the program. Students complete course evaluations similar to those in typical campus degree programs, but the system is run separately given the unique schedule of this online degree program (10 week rather than 15 week terms).

Overall, UMD has met this criterion and is carefully assessing the use of third-party providers in the limited scope described here. Because the campus PCC process requires identification of third parties at the time of program approval, careful evaluation of new programs seems assured. The policy of review of such third party-supported programs after approval requires clarification.

Criterion 8: Periodic assessment of the programs providing student learning opportunities.

UMD is committed to a robust system of learning outcomes assessment at both the undergraduate and graduate levels to improve the design and delivery of student academic experiences. The [Provost's Commission on Learning Outcomes Assessment](#) provides the leadership and organizational procedures for our engagement in the assessment of undergraduate and graduate student learning outcomes. Two committees, one for [undergraduate assessment](#) and one for [graduate assessment](#), have been established to oversee the review process. This process has now matured to the point where the campus has great examples of how the outcomes assessment process is guiding revisions to our undergraduate programs. For example, the department of Economics found that many students in the major were not reaching proficiency in key learning outcomes after two semesters in the major. As a result, the department proposed to significantly change the Economics BA requirements and proposed an additional Economics BS degree. These two different concentrations launched in spring 2016 with new learning outcomes in each case.

All living-learning and special undergraduate programs are now reviewed annually by the Provost's Committee on Living-Learning and Special Programs led by the Associate Provost and Dean for Undergraduate Studies. Data from the [Institutional Research, Planning & Assessment \(IRPA\)](#) office and an accompanying annual report by each program are provided to the committee. These are reviewed and feedback is provided to the program for improvements. One recent example is the [First-Year Innovation & Research Experience \(FIRE\) Program](#), which was created around and is being evaluated on specific learning outcomes.

As outlined above, courses within the General Education requirements are regularly reviewed using similar procedures. This is addressed in depth in Standard V. These assessment processes within General Education and undergraduate and graduate programs provide important input to faculty that inform the quality of their teaching and their impact on student learning, thereby providing professional growth opportunities.

Departments, institutes, and centers are periodically reviewed (on approximately 7-year intervals) according to policies established by the University of System of Maryland, and then

articulated specifically by [UMD](#). The [review process](#) includes: an internal self-study including the accumulation of relevant data, external review of the unit, and proper utilization of the results of the review, all of which are overseen by the Provost's office and the dean of the unit's college. Each unit must address the following elements within its self-study: quality of both undergraduate and graduate education; quality of student advising; service activities; research, scholarship and creative activities; and recommendations for improvement. Many programs and some entire units also undergo a separate review process for specialized accreditations within their discipline, as identified in the Report on Federal Compliance.

Overall, UMD has met this criterion with a clear commitment to program assessment, including undergraduate and graduate degree programs, the General Education program, living-learning and other special opportunities, and departments, institutes and centers themselves.

Conclusions:

The University of Maryland has met all eight criteria through rigorous and coherent student learning experiences at the undergraduate and graduate levels across modalities that are supported by a qualified and exceptional faculty. In particular, the campus has shown strong commitment to educational excellence through changes in policies and administrative procedures to better support faculty and to ensure that instructional excellence is a core foundation of faculty review and promotion. The new set of General Education requirements is a principal example of the commitment of faculty and staff to provide an excellent learning experience and ensure that students are graduating with an outstanding education. Faculty-approved revisions to the APT policy requiring peer review of teaching and a teaching dossier with all tenure-track promotion applications provide additional evidence of a campus culture that appreciates the importance of instructional excellence as a core value of the university. Significant improvements in professional-track faculty support structures, while not yet fully implemented, show a commitment to all faculty, and UMD's location near the nation's capital provides unique opportunities for recruiting remarkably qualified faculty in the adjunct and professional-track ranks.

While all eight criteria are met, challenges remain. The university has made considerable progress in standardizing the look and feel of campus websites, however the interactive and online services available for students are still widely variable in format and functionality by unit. This makes for uneven and sometimes confusing experiences for students who are citizens of many units on campus. The campus is encouraged to pursue a more "student-centered" approach to standardizing information, ensuring that the student unfamiliar with the organizational structures of this large, complex campus can find information and resources as easily as the seasoned staff or faculty member [**contributes to recommendation #2**].

Similarly, campus-wide adoption of a single, integrated customer relationship management (CRM) system that offers a common, familiar portal for students for such tasks as making appointments, corresponding with student services offices (e.g. academic advisors, financial aid, career center, resident life), as well as offering a single and familiar view of degree progress would be of value to all our campus stakeholders. For example, as PCC and VPAC approvals are made, having systems that pull data from those central databases into student-facing websites would ensure accurate and timely information on degree requirements and related program elements. In this way, fewer websites and information portals would need to be updated with every program or curricular change [**contributes to recommendation #2**].

While the learning outcomes assessment process has become solidly engrained in our undergraduate programs, it is less so for our graduate programs. Great strides have been made in recent years and considerable improvements are expected by the time of our next progress report, as quality assessment is now clearly a focus of the university [**contributes to recommendation #8**].

Finally, while many new programs and services supporting educational excellence (e.g., TLTC, learning communities, instructional grants) have been launched in recent years, they are new enough that gauging their impact on faculty and students is difficult. Assessment of these efforts is a priority for the campus. In particular, assessing how the work of the General Education faculty boards may be impacting instructional quality beyond general education is of particular interest, as is the number of unique faculty taking advantage of these important programs [**contributes to recommendation #5**].

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

This standard addresses the institution's commitment to admitting, enrolling, educating, and graduating undergraduate and graduate students from all of our academic programs having experienced the appropriate support systems integral to promoting their success. The elements of this standard look for evidence of sound entrance processes and documentation of student achievement at both the undergraduate and graduate level. It also offers the opportunity to describe the many ways in which the student experience is supported through programs parallel to and in concert with the academic mission.

Evidence presented within criterion 6 of Standard IV can be linked to item 8 of the Requirements of Affiliation.

Criterion 1: Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

- a. *accurate and comprehensive information regarding scholarships, grants, loans, repayment, and refunds;*

The university has an established policy for setting tuition and fees, room and board, and mandatory fees. Information about all direct and indirect costs is detailed across several websites and accessible to all prospective and current students, special student populations and other audiences. As noted in Standard II, Criterion 6, details about payment options, grants, scholarships, loans and loan counseling, work, payment schedules, late fees, special circumstance appeals and refund policies and practices are easily available.

The [Office of Financial Aid](#) offers comprehensive information regarding expenses (including assessment of total educational costs, not simply direct costs to students), financial aid, scholarships, grants, loans, repayment options and policies (along with video tutorials), and refunds for undergraduate and graduate students. It also has information about how to appeal for additional aid based upon special circumstances and links to any form needed for financial aid purposes. Population specific information for veterans, international students, student athletes, transfer students, and undocumented students can be accessed through the Financial Aid web site.

The [Undergraduate Catalog](#) includes information regarding tuition, fees, room and board, instructions about how to pay, an explanation of fees, and descriptions of scholarships and need-based financial aid. The [Graduate Catalog](#) includes comprehensive information about all charges for graduate students, including fee schedule, loans (including emergency loans), refunds,

overload pay for graduate assistants and fellows, and policies guiding all of the above. The [Office of the Bursar](#) has information about university charges, payment options and schedules, late fee policy, mandatory fees, refund policy and schedule, and online services and forms.

Information for many of the special populations served, including veterans, international students, student athletes, and transfer students, is available and accessible. Specific information for undocumented students and students with disabilities, however, is not available or is difficult to locate. The two university offices with primary responsibility for providing this information, the Offices of the Bursar and Student Financial Aid, provide the most detailed and thorough information. General information provided by these offices about cost and financing options is more difficult to locate and understand – the general is lost in the detail. The Undergraduate and Graduate Catalogs provide a good balance of offering general information along with details. The websites managed by the [Office of Extended Studies](#) and the [Registrar](#) are clear and helpful as well.

While the university has enacted a new policy on [differential tuition](#) for certain majors that is very clearly articulated and includes a thorough FAQ document through the Office of the Bursar, other program specific fees are not as easily accessible. A thorough review of financial information, policies and procedures for students who are undocumented or with disabilities should be undertaken order to better inform these two populations. Newly adopted differential tuition for majors should be made available through affected majors and departments as well as through Financial Aid and Bursar offices.

The university has met the elements of this criterion by publishing references to campus policies in multiple on-line resources. Improving the accessibility of these policies provides an opportunity for UMD to provide clarity to its students [**contributes to recommendation #2**].

b. ...a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;

The Office of Undergraduate Admissions works in collaboration with departments and colleges to facilitate access to a college education for students who, if evaluated on traditional criteria, might not have access to the University of Maryland. Through the Office of Undergraduate Studies, the [Student Success Office](#) offers services and resources to assist students in completing their undergraduate degrees including centralized resources for students, advisors, and faculty and leading retention initiatives. The [Pre-College Program](#) is comprised of Upward Bound programs intended to provide academic and social opportunities in preparation for college, while the [Pre-Transfer Program](#) provides information and advising for students intending to transfer to the institution. In addition, UMD has developed relationships with community colleges to advise prospective UMD students and to ensure a proper transition to UMD. UMD also offers preparation and support for students who are identified as underprepared at the point of admissions. This includes the [Summer Transitional Program](#) and the Federal Trio [Academic Achievement Programs](#).

For 15 years, UMD's department of Mathematics has provided developmental math instruction to help students complete their targeted fundamental math requirement in one semester. The university uses a placement test for all students, rather than relying solely on course grades or

SAT scores, to guide students into their first math course. About 75% of entering freshmen have already completed fundamental math; another 16% succeed in placing into a credit-bearing entry-level course (MATH 11x). About 6% are given the option to complete a five-week, computer-based, intensive training period (MATH 01x), and then retake the placement exam. The vast majority of these students are successful and transition into the relevant MATH 11x course mid-way through the semester. They consistently do as well on final exams and are retained at the university at the same rate as those who begin in MATH 11x. This longstanding program has been recognized nationally as a successful and efficient model for developmental mathematics.

Students must maintain a 2.0 grade point average for [satisfactory academic performance](#); students will be placed on “academic probation” if their GPA falls below 2.0, and they will receive a notice from the Student Success Office. Academic policy requires students on probation to consult with an academic advisor. Likewise, the academic college will be notified and the probationary status noted on the academic transcript. Academic advisors may then attempt to identify the difficulties and suggest resources to assist the student with achieving their educational goals. The Student Academic Success-Degree Completion policy also requires students to meet with advisors if they fail to make satisfactory progress in the major. This would support students who are in a declared major. There are many offices and a number of colleges that offer programming to ensure that once students have been identified, they are placed and supported. Examples include [Academic Achievement Programs](#) and [Student Success](#).

While there is evidence of substantial advising resources across the campus, students’ success in achieving educational goals is self-initiating. Students who are placed on academic probation must meet with an advisor, but this occurs after they have performed poorly. Anecdotally, students experience a lack of coordination between various offices in assisting students who demonstrate that they are not adequately prepared. The university is in the process of procuring a “customer relationship management” system, for which one application is the development of a more intentional and collaborative approach to student advising and support from service units across campus.

The university has met the elements of this criterion by academically supporting students who show a need through either pre-admission characteristics or performance at UMD. This support could be more streamlined and made more consistent across resources [**contributes to recommendation #6**].

c. ...orientation, advisement, and counseling programs to enhance retention and guide student throughout their educational experience;

The [New Student Orientation Office](#) provides resources to introduce first-year and transfer students to academic and co-curricular opportunities that will enrich their experience at UMD. During summer orientation, the New Student Orientation Office partners with campus advising units, the Registrar’s Office, living and learning programs, the division of Student Affairs, and the Office of Undergraduate Admissions to ensure that students are introduced to key resources that will aid in their transition to UMD. Students also undergo placement testing and are then advised on an appropriate first semester schedule. Additionally, the office has designed a “student and the university” course titled [UNIV 100](#) to provide on-going support for students as

they learn to navigate the campus community and develop a sense of agency in their college planning.

A strong orientation program prepares students for academic and student engagement and is crucial to student success. Many students participate in UNIV 100 and similar courses that provide an introduction to the university. Those who do participate have the added benefit of access to resources and relationships that create a supportive environment as they move through their first semester on campus. While UNIV 100 course content is reviewed on an annual basis, continuing requests for additions to the curriculum beyond the available time and space suggests that an overall assessment of its learning goals and a re-evaluation of its content would be valuable [**contributes to recommendation #5**].

All academic colleges have undergraduate advising offices that provide academic support in helping students navigate their college experience with an aim toward timely degree completion. The colleges work in close partnership with various units within the [Office of Undergraduate Studies](#), [Registrar's Office](#), [Admissions](#), [Counseling Center](#), as well as other offices on campus to assess issues that impact student retention/graduation and implement appropriate strategies. Many of these networks meet regularly to provide oversight and help to streamline policies and procedures that impact the academic and advising experience for students. The [Student Academic Success-Degree Completion policy](#) is used across colleges to guide students through their academic planning toward timely degree completion. At the undergraduate level (and for some graduate students), there are number of programs in place designed to address the retention needs of specific populations of the university community. In most cases, these units provide targeted support and guidance that may include advising, tutoring, counseling, career advising, mentoring, and programming that speaks to the needs of the specific population.

For graduate students, advising occurs within the departments with a faculty advisor/mentor. Most college websites describe the individual programs and provide a point of contact within the program. Programming and outreach for graduate students varies by college. In many instances, students are referred to the [Graduate School](#) for admissions, funding (fellowships, assistantships), financial aid, supportive services and administrative support.

Tutoring is offered by many units. It is intended to complement the work of instructors, with attention to the needs of particular students and may serve as an effective intervention for those at risk for academic failure. The Student Success Office has developed an [omnibus page for programs](#) available to students. There are 14 described programs, generally available to all students, seven services organized by major or discipline, six "other" resources (e.g., Disability Support Services), and one independent program, organized by alumni. Each description links to the tutoring service.

The Counseling Center provides individual, group counseling, help for personal/social issues and education/vocational concerns and planning. Through [Disability Support Services](#), accommodations and support are provided for students with documented disabilities. [Learning Assistance Services](#) offers academic counseling, academic success workshops, courses (EDCP 108B/M/G), guided study sessions, and [math learning programming](#), all of which are designed to help UMD students with personal and academic strategies needed to be successful in college. The Counseling Center's focus on the holistic development of the student as well as their

academic preparation make it a key campus partner in the effort to retain and graduate undergraduate and graduate students. Additional supports for the well-being of students outside of the classroom are provided by the [Department of Resident Life](#) and the [University Health Center](#).

Students have access to a number of resources to help them navigate the academic experience. The [Academic Success policy](#) was developed to provide students with the advising support needed to facilitate timely degree completion. Each college is positioned to establish advising practices, procedures and resources that meet the needs of their respective student populations.

Centralized advising and support services for graduate students are not as plentiful or as identifiable as they are for undergraduate students, but are offered more through individual departments. UMD has an abundance of resources to aid in student retention and graduation; however, the decentralization of these resources can make it difficult for students and/or advisors to make appropriate connections. An effort to streamline the presentation of policies and procedures across campus could improve access to the many avenues for student support.

The university has met the elements of this criterion by its robust orientation, advising, and counseling programs. The decentralization of campus resources provides an opportunity for improvement to support student success [**contributes to recommendation #6**].

d. ...processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

The [Undergraduate Catalog](#), [Graduate Catalog](#), and admissions Web site, as well as Web sites of individual colleges and departments, offer detailed information regarding possible [majors](#), [minors](#), [certificate programs](#), and [graduate degrees](#). Students are encouraged to meet with advisors or staff at the [University Career Center](#) or [Career Counseling Services](#) to identify degree programs that meet specific career objectives. The University Career Center offers a resource room to research majors, career counseling, workshops and 1-credit courses to aid students who are uncertain of which majors to pursue. If undergraduate students are unable to find a major that aligns with their specific educational goals, the [Individual Studies program](#) enables them to design a tailored program of study supervised by a faculty member.

Undergraduate students who declare a major begin advising in the relevant department and/or college; academic advising is decentralized to colleges/schools and departments. [Letters and Sciences](#) is the advising home for the more than 3,500 undergraduates who are deciding on a major or completing requirements to [limited enrollment programs](#) (i.e., business, engineering, biological sciences, etc.). The fundamental mission of Letters and Sciences is to provide expert advising services to its population of first and second year students and transfers. Letters and Sciences advisors are responsible for having a working knowledge of basic advising policy and of major information for over 90 majors on campus. University-wide retention and graduation rates are thus strongly influenced by advising within this unit.

During their first semester on campus, undergraduate students are required work with advisors to prepare [a four-year plan](#) that establishes a structured timeline of courses and criteria to guide them toward timely degree completion. They are required to maintain a 2.0 cumulative GPA in

order to maintain satisfactory degree progress. Students are placed on academic probation if their cumulative GPA drops below 2.0, though specific requirements may be more stringent in some limited enrollment programs. Students with 60 or more credits may be dismissed from their academic programs if their cumulative GPA remains below 2.0 at the end of probation; students with fewer than 60 credits are permitted to remain on academic probation if their semester GPA is 2.0 or higher (even if the cumulative GPA is below 2.0). Registration blocks are used to mandate advising for students who fail to make regular progress toward their degrees or who fail to achieve required performance levels in their courses.

Campus support services for students on probation include academic advising in the colleges and schools, the [Student Success Office](#), the [Counseling Center](#) (with resources to help students in crisis) and [Learning Assistance Services](#) (to help students develop study skills and find additional resources). Current undergraduate and graduate students are required to apply for graduation through the Office of the Registrar using a degree clearance process that audits their compliance with degree requirements. Undergraduate students and academic advisors use an online tool (formerly Degree Navigator, now in transition to U.Achieve) that evaluates academic progress toward degree completion.

Processes for transferring out of UMD are not standardized across the campus or colleges. The Office of Admissions and the Office of the Registrar offer assistance with obtaining official transcripts, and Admissions facilitates the process of gaining permission to take courses offered by nearby universities through the Washington Area Consortium. [International Student & Scholar Services](#) provides information for international students who would like to transfer out of UMD; it focuses on timelines and administrative procedures pertaining to SEVIS (Student and Exchange Visitor Information System, run by Immigration and Customs Enforcement) records. Students must work with institutions to which they would like to transfer to manage details. A non-hosted website, [CollegeTransfer.Net](#), offers cross-university comparisons that include the University of Maryland.

The [University Career Center](#) is the campus's central resource for career development and placement. The student resources include a database of jobs and internships (Careers4Terps), tools for articulating interests and exploring careers, programs to gain experience and research graduate and professional schools, and to learn about policies and processes for internships and job placement.

The Career Center's annual guide includes processes for career decision-making and a four-year career plan. Both structure students' paths from undergraduate work and placement after graduation. Much of the Career Center's work is on-demand, driven by student requests; the majority of initial contacts are resume reviews, which allow Center staff to initiate sustainable processes to aid career planning. Integration of curricula and placement varies across the university. The Robert H. Smith School of Business requires a career development course and many of its majors are connected to recruiters by way of clubs and events. Students in other fields rely primarily on the Career Center or college-based career offices affiliated with the Career Center.

The variety of needs students experience with career planning makes it difficult to initiate early and effective support across the student body. There is, however, a robust quantity and variety of

programs to connect curricular and co-curricular learning in support of educational goal attainment. With a knowledge rate of 78%, [the annual Graduation Survey](#) captures 92% rate of placement. Ninety-one percent of students who responded indicated some alignment between goals and employment, and 91% reported a relationship between employment and field of study. The Career Center appears to be well connected across campus. As an example, see [Your Career](#), the "branch" of the Career Center associated with the College of Behavioral and Social Sciences. These nodes of career development serve students in specialized ways.

The Graduate School organizes a number of central services for all graduate programs. This includes admissions, policy, and student success information. Support of student degree completion and post-graduation placement is primarily the domain of distinct graduate programs.

The Graduate School, along with its Graduate Council, establishes policies and procedures for degree and certificate completion and is refining both as a result of recent study. The support of students toward completion is the result of cooperation between the Graduate School and the university's many academic units. The Graduate School is responding to changing needs; its [Centennial Vision](#) articulates a mission in support of both research and professional development. Of specific interest to graduate students and postdocs who are interested in continuing on in academia, the Teaching and Learning Transformation Center and the Graduate School collaboratively support the [University Teaching and Learning Program](#), a year-long professional development opportunity in teaching and learning in higher education.

The Graduate School relies on program data and the [Survey of Earned Doctorates](#) to determine placement information. It directs students to [The Versatile PhD](#), a tool designed to help graduate students prepare for placement outside academia, explore career interests, learn from the experience of a network of peers, and attend panel discussions on alternative careers. The Office of Faculty Affairs and the Graduate School have collaborated to establish an Office of Postdoctoral Affairs to provide some centralized support and career services for postdoctoral researchers.

The Career Center is developing a career-ready plan to shepherd undergraduates through a multi-year process that will include the following possibilities: a credit-bearing course on career development; a "career exposure experience;" a paid internship; a portfolio; and advanced seminars designed to enhance professional skills. These are meant to enhance campus-wide support of students' placement goals. As the Graduate School implements additional student support programs, these should be a prominent element of its web site and they will require a significant communications effort to ensure that individual departments help students take advantage of central resources.

The university has met the elements of this criterion by its attention to student success and movement through degree programs, and by the offering of robust career planning resources, both at the undergraduate and graduate levels.

Criterion 2: Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Transfer students are defined as those entering the university with at least 12 semester hours or 18 quarter hours of college credit from an accredited institution and a high school diploma. Information on the undergraduate transfer process is available and generally consistent across resources on UMD web sites. Information on the transfer process is organized around four themes: transfer admissions, transfer of prior learning credit, transfer of college credit, and resources for supporting transfer students throughout matriculation.

Transfer students are offered admissions based on merit; however, preference is given, on a space available basis, to students transferring from Maryland public institutions who have satisfied transfer admission requirements as outlined by the Maryland Higher Education Commission (MHEC). These include completion of 56 credit hours and at least a 2.0 GPA on a 4.0 scale. Students who are admitted to the university are not, however, guaranteed admission to a specific program.

The [Maryland Transfer Advantage Program](#) (MTAP) allows students to gain admission to UMD after completion of 30 credits or an associate's degree at regional community colleges, as well as satisfactory completion of the program's partnership opportunities and requirements (e.g. classes taken at UMD, pre-transfer advising, fundamental studies course completion). Once admitted, students may transfer in credits or receive UMD credit through different pathways. This process is arguably the most complex depending on the student's record. The process for students interested in receiving prior learning credits (e.g. AP, IB, AL/AS, competency-based learning, military experience) is more straightforward and standard than for students who wish to enter with transfer credit from other institutions.

Resources for understanding how credits will transfer are available through [Transfer Credit Services](#) on campus and the ARTSYS system through USM. Decisions regarding acceptance of transfer credit and how these apply are made by faculty experts within academic units. State regulations set the maximum credits allowed at entry is 60 from 2-year institution and 90 from 4-year institutions (or combination of 2- and 4-year institutions).

The Graduate School offers [general guidelines](#) regarding transfer credits that may be accepted and credit by examination; in both cases, this is typically limited to 6 credits. Transfer credits may not have been applied to completion of another degree (unless it is in a structured or student-generated dual degree program) and must be 400-level (or higher) course completed with a grade of B- or higher. Credit by examination is not available for 600 level or higher courses. There are no specific policies apparent regarding credits for experiential or prior non-academic learning.

Specific graduate programs usually do not post requirements or policies pertaining to transfer credits, but instead rely on evaluation on a case-by-case basis. Programs that do mention transfer of credits earned elsewhere may have more restrictive credit transfer policies than the Graduate School (e.g., criminology and criminal justice requires transferred courses to be completed with a grade of B or higher). Individual departments review and approve such credits and then forward the request to the Graduate School.

There are provisions for advanced special student status (in which students enroll in graduate courses without being formally admitted to the program; up to 12 credits earned may count

toward the degree if they are eventually admitted) and visiting graduate student status (students who wish to enroll at UMD but return to the graduate school in which they matriculated). In the latter case, students must submit letters from their home institutions indicating that credits earned will transfer before they are granted visiting student status.

The Graduate School recognizes up to six credits earned with a grade of B- or higher from other accredited institutions. Specific information regarding the courses for which individual departments will accept transfer credit is not generally publicized and in most cases must be navigated by students with their faculty advisors. With regard to transferring credits out, the Graduate School has a visiting student policy that ensures credit earned at UMD will be accepted prior to student arrival.

Transferring to the university is possible through multiple pathways, some of which are standardized, whereas others are not. Requirements for admission and requirements for transfer credit are usually based on different sets of criteria. Information is consistent across internal resources, and articulates the transfer process well. Where policies are and are not uniform is well articulated and transparent; regardless, it is the student's responsibility to navigate and understand transfer resources, which could lead to some confusion. How and what credits transfer is less standardized for college credit than for prior learning credit, due to the variance of credits coming in from other institutions.

The university has met the elements of this criterion through its efforts to admit and educate students from a variety of state and other institutions through partnerships and agreements. Multiple pathways allow for access to the university.

Criterion 3: Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

The university has policies and procedures in place for the secure maintenance and transfer of student information. At the infrastructure level, the university's [Office of Data Administration](#) maintains the systems that underlie student data, adhering to and in some cases establishing data policy and protocol to effectively house, protect, and share information. This office is critical in maintaining a strong infrastructure to reduce security threats and operational/usage mishaps. The data management structure provides a mechanism for understanding what data are available, where they reside, and who has responsibility for them.

UMD's [data management structure](#) is defined by five levels within the institution. At the highest level, the university is the "Data Owner". At the functional end, "Data Users" are any employee or student with lawful and appropriate access to a specific subset of data. All users must adhere to federal, state laws, and university regulations and policies regarding access.

[Data Managers](#) and [Data Stewards](#) manage the control and access to data for institutional purposes of analysis, record keeping and sharing, and reporting. The Office of the Registrar is the Data Manager for student records and registration, which controls descriptive student information, course information, degree information, and release of student records. The Registrar's office strictly adheres to established data policies, FERPA regulations, and other guidelines and restrictions around data sharing.

While policies and procedures are in place to protect data privacy, there have been vulnerabilities that have propelled ongoing improvement efforts to strengthen systems. On February 18, 2014, there was a security breach that exposed records containing faculty, staff, and student personal information. Immediately following this event, a Presidential task force on Cybersecurity was created to ensure the highest levels of security in our data maintenance practices and a series of implementation efforts have since been underway.

There have been significant improvements in security efforts since the data breach, including the a reorganization within the Division of IT to emphasize on security, the incorporation of identity risk scanning software and of an added step to access campus data, and the configuration of the Enterprise Systems and Data Policy Committee to advise senior leadership on issues of access and use of campus data in light of current policy and practice.

A challenge to the university's massive data infrastructure is the decentralized nature of the governance system, which leaves opportunities for data sharing and usage practices to lack standardization. Although the university has policies and procedures in place for managing student information with the utmost care and security, the implementation of such practices are not always standardized across data managers, stewards, and users. Campus procedures on data access are implemented differently across units. This increases the risk of data sharing breaches even with a strong data infrastructure.

The university has met the elements of this criterion by the organization of its data administration. The university has an opportunity to standardize data governance practices at the steward, manager, and user level to mitigate procedural differences [**contributes to recommendation #7**].

Criterion 4: If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

The university's [Athletic Council charter](#) outlines the basic principles and organizational governance process for Intercollegiate Athletics. The report specifically speaks to the organizational governance standards in the areas of Academic Support, Institutional, Conference and NCAA Rules Compliance, Admissions, Student Discipline and Code of Conduct, Medical and Athletic Training Services, Financial Aid and Concern Reporting. The Athletic Council also prepared an [Institutional Control Document](#) in preparation for the move to the Big Ten.

The [Academic Support & Career Development Unit](#) (ASCDU) has a formal process for tracking student progress in courses and monitoring outcomes. They also have a Career Development Unit. Multiple levels of assessment are performed on a routine basis and in conjunction with IRPA. Advising is done by the colleges. Athletes also have advisors/counselors in the Division of Athletics. In terms of oversight, the university's electronic stamps process provides support and oversight from the colleges. Coaches are prohibited from having "direct responsibility for exercising undue or improper influence over the hiring" of ASCDU staff. In addition, coaches are prohibited from engaging with faculty, advisors, as well as admissions and financial aid representatives on behalf of their students.

Oversight of academic, fiscal, administrative principles and assessment are provided on several levels; NCAA, Big Ten, and the university. The President has the authority to regulate and administer athletic and student activities subject to the authority and applicable regulations and policies of the Board of Regents. The Regents require that institutions have internal and external athletic policies and procedures in place that provide oversight of athletic programs and an avenue for required information to be delivered to the President and as appropriate the Chancellor and the Regents. The President is required to issue reports to the Regents on an annual basis that address academic issues, fiscal issues, and compliance issues within intercollegiate athletics. The Director of Athletics reports to the President and sits on the President's Cabinet. In addition, the Athletic Council is the primary body that advises the President on all matters relating to athletics. It is responsible for the development and recommendation of policies affecting athletics and for monitoring the implementation of these policies. The Athletic Council is chaired by the Faculty Athletic Representative who reports to the President and performs duties required by the NCAA, the Big Ten and the President. As a result of the move to the Big Ten, the Division of Athletics has performed a full review of its programs, which was helpful in evaluating operations and making adjustments where needed.

Most of the other extracurricular activities beyond intercollegiate athletics are supported through the Division of Student Affairs. They are divided into two primary areas for budget/finance purposes: state supported and self-supported or auxiliary. Self-support departments must generate sufficient revenue to balance their expenses and rely on student fees and revenue generation. Among them are Recreation & Wellness, the Student Union, Resident Life/Residential Facilities, Dining, Transportation, the University Health Center and Conference & Visitor Services. State supported units include the Office of Student Conduct, the Counseling Center, Greek Life, and University Career Services. Regardless of the type of unit, both adhere to the same administrative and financial procedures. Additionally, those departments that charge a mandatory student fee (e.g., Recreation, Student Union) must present a fee proposal annually to a university committee that has significant representation of undergraduate and graduate students, and must receive approval by the Division of Administration and Finance before enacting the fee. Additionally, both the undergraduate Student Government Association and the Graduate Student Government maintain rigorous procedures for administering funds to student organizations and activities.

Athletics, student life and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures as other units at the university, and are overseen by advisory committees comprised of students, faculty, and staff.

The university has met the elements of this criterion with its tremendous oversight of activities related to student athletes, including regulations issues by the NCAA and the Big Ten. Student Affairs is partially run by student fees and self-support activities, and are thus governed by the fiduciary responsibility therein.

Criterion 5: If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.

Any and all student support services provided by third-party providers undergo institutional review and approval through the Office of Procurement. Three university policies are applicable

– [Approval of procurement contracts](#), [procurement policy](#), and [delegated purchasing authority](#). Contracting or purchasing student support services “designed, delivered, or assessed by third-party providers” must adhere to these policies. There are no such support services currently under contract with the university.

Criterion 6: Periodic assessment of the effectiveness of programs supporting the student experience.

Assessment of the student experience is critical to program effectiveness. Within the Division of Student Affairs, each department is expected to prepare a detailed report annually to be delivered to the Vice President. Such reports highlight accomplishment of prior years’ goals and objectives, identify upcoming years’ goals and objectives, and document the impact of programming on the student experience as well as assessment and learning outcomes efforts.

Eleven of the 14 units that comprise the Division of Student Affairs directly support student learning experiences. Results from the assessment efforts in these units often have relevance to academic partners. Most units have designated staff who provide leadership for routine and cyclical assessment projects. Divisional staff also serve on division- and university-wide assessment groups that coordinate large-scale projects and share findings from unit-based efforts.

In 2008, a Provost-appointed committee reviewed the university’s living and learning programs (discussed in more detail in Standard V). The committee considered the quality of each program and the extent to which it achieved its mission, thereby establishing a framework for on-going assessment of effectiveness. All 29 programs currently undergo an annual review by a 12-member committee comprised of faculty and other administrators from a broad representation of campus. The process, although in its initial stages, evaluates each program’s recruitment, retention, goals, student satisfaction, and individual student/campus impact. The new standards serve as an annual performance review of each program, measuring improvement from year to year.

Satisfaction surveys are conducted by most Student Affairs units. They follow two formats: surveys of individual students that accessed a particular service or participated in a program; and, surveys conducted randomly or cyclically to ascertain broad-based opinions. For example, the Counseling Center surveys all students at the conclusion of their initial intake appointment and at the conclusion of a series of prescribed counseling sessions. Resident Life, the Stamp Student Union, and the University Career Center give evaluations to all student attendees at workshops, events, and other programs. Dining Services conducts a satisfaction survey every other year with 1,000 randomly selected students; University Recreation & Wellness performs a self-study every three years that includes a student satisfaction survey. Results inform programmatic decisions and improvements in services.

All units track usage of services, resources, and programs. In instances where it is impractical to track individual participation via check-in stations, estimates of total attendance are recorded. When individual ID numbers are captured, data from the Student Information System allows reporting by major, class level, gender, race/ethnicity, and other characteristics.

Several units conduct environmental scans. The Residence Hall Evaluation Project, performed every two years with an average 90% response rate, captures students’ perspectives on Resident Life staff and policies, safety and security, negative experiences due to identity, and

interpersonal relationships. The University Health Center participates in the bi-annual National Health Assessment, as well as the [AlcoholEDU](#) survey administered to first-year students. Findings help guide health education efforts. Similarly, the Counseling Center monitors responses to questions in the New Student Census that relate to mental health and self-care habits.

Focus groups are used by several units to get a quick read on student attitudes and concerns. Resident Life's Common Ground program, in which small groups of students dialogue about multicultural issues, also provides insights about the living/learning environment. Journals kept by student interns coordinating Alternative Breaks and participating in community-service related internships yield other valuable perspectives on experiential learning.

Learning outcome assessments are conducted by selected units to measure gains in knowledge, skills or confidence. The 850 student assistants employed annually in University Recreation & Wellness receive assessments throughout their training to insure knowledge of safety, equipment use, and other procedural skills. Resident Assistants are systematically assessed on their understanding of policies and crisis response procedures, as well as their communication and interpersonal skills. Students participating in leadership and service learning opportunities have learning assessments at the culmination of their programs. The University Career Center measures learning outcomes for the 1,000 students enrolled annually in its class entitled PSYC 123: The Psychology of Getting Hired.

Several Student Affairs units undergo external accreditation reviews. The Accreditation Association of Ambulatory Health Care conducts an evaluation of the University Health Center every 3 years to address quality improvement efforts. The Counseling Center goes through a re-accreditation process every seven years with the International Association of Counseling Services, and its graduate intern counseling program is periodically reviewed by the American Psychological Association. Professional standards apply to units that require staff to maintain certifications, most notably in the Health and Counseling centers. Dining Services participates in benchmarking through the National Association of College & University Food Services to evaluate price points, productivity, sales and staffing.

Other significant assessments include an annual graduation survey conducted by the University Career Center that records the first-destination career outcomes of bachelor degree recipients. The Stamp Student Union receives grants for projects that require assessment of impact. The Campus Assessment Working Group surveys current students and alumni on broad questions of interest to the university and reports findings in campus forums and published [Snapshots](#).

The university meets the elements of this criterion with its wealth of assessment activities throughout the Student Affairs divisions. Transparency of results from assessment activities is paramount, with lesson learned shared throughout the division.

Conclusion:

The university meets the criteria for this standard, with its commitment to the admission, retention and graduation of all students and their continued success in and out of the classroom. Student support services thrive across the university's academic and student affairs divisions.

However, challenges remain that contribute to several recommendations. The university publishes references to campus policies in multiple on-line resources. Improving the accessibility of these policies provides an opportunity for UMD to provide clarity to its students **[contributes**

to recommendation #2]. The decentralization of campus resources also provides an opportunity for improvement to support student success for students who show a need through pre-admission criteria or performance at UMD [**contributes to recommendation #6**].

UNIV 100 course content is reviewed on an annual basis, with continuing requests for additions to the curriculum beyond the available time and space. An overall assessment of its learning goals and a re-evaluation of its content would be valuable [**contributes to recommendation #5**].

And finally, the university has an opportunity to standardize data governance practices at the steward, manager, and user level to mitigate procedural differences [**contributes to recommendation #7**].

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

This standard addresses the institution's commitment to the assessment and review of academic programs, and the impact of those reviews on educational effectiveness. Since 2005, the university has built assessments of student learning into all degree programs. Across campus, learning outcomes exist for all academic programs, and these are assessed regularly, are required as part of the curricular approval process, and are available on the campus' assessment web site as well as presented by some programs on their own web sites.

The evidence presented within all five criteria in this standard addresses items 8, 9, and 10 of the Requirements of Affiliation.

Criterion 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

The university has clearly stated educational goals for undergraduates that are interrelated with one another, with relevant educational experiences, and with the institution's mission. [Institution-level goals](#) include those related to critical reasoning and research, written and oral communication, science and quantitative reasoning, information literacy skills and technology fluency that are interrelated with those for the academic programs, the libraries, general education, living and learning programs, and the courses in new campus wide initiatives such as the First-Year Innovation and Research Experience (FIRE), Fearless Ideas courses, and course redesign efforts. As seen in the [undergraduate learning outcomes assessment at the program level](#), nearly every undergraduate academic degree program has outcomes dealing with effective oral and written communication as well as critical reasoning and research skills (Appendix V.2: Example 1).

Learning outcomes and assessment plans are required for proposals of all new academic programs (see [Program Courses and Curricula](#) (PCC) web site). Additionally, learning outcomes are required for all proposals to create or modify courses, along with the option to catalog and categorize the outcomes to aid in future assessment efforts. An important next step will be to develop materials to guide faculty on writing these learning outcomes for new courses and curricula [**contributes to recommendation #8**]. While there is no central database for all course-level learning outcomes, those that go through the approval process are captured and stored, and their inclusion in syllabi is encouraged by the Teaching and Learning Transformation Center and the General Education program.

The [General Education](#) program launched in fall 2012 is grounded in learning outcomes that were developed by faculty and are interrelated to institutional goals. The learning outcomes define the expectations for the program and for the General Education courses.

- Sixty-seven faculty with relevant expertise, along with the dean and senior staff from Office of Undergraduate Studies (UGST) worked as 12 faculty boards to generate outcomes for the 12 course categories ([General Education Retrospective](#)).

- The institutional outcome of critical reasoning and research skills is reflected in the General Education outcomes for 10 of the 12 categories. For example, the History and Social Science category includes the outcome: “Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.”
- Faculty boards critically and collaboratively review course applications and syllabi of proposed courses to ensure that outcomes are addressed and can be assessed. The Undergraduate Studies online application site facilitates faculty board work, requires information about how learning outcomes will be addressed, and ensures involvement of department chairs and deans and supplies a record of the course review process.
- Faculty are not required to include the General Education learning outcomes in course syllabi, yet many faculty choose to do so. Undergraduate Studies encourages faculty to discuss the learning outcomes with students.

Living and learning programs provide curricular and co-curricular experiences to approximately half of the freshman class. Program goals align with the [2008 Strategic Plan](#), seeking to provide features to attract talented undergraduate applicants, help build inclusive communities within the broader campus, and encourage students to learn from each other. Some also directly address elements of the mission related to community engagement (e.g., [Beyond the Classroom](#)) or global leadership (e.g., [Global Communities](#)). As a result of [reporting guidelines established in 2009](#) and revised in 2014 and 2015, all living and learning programs state the value of the program for students by articulating a mission, goals, and learning outcomes. The newest living and learning program, [Carillon Communities](#), launched in 2014, is grounded in learning outcomes and features these on its website. The majority of courses in the living and learning program curricula satisfy General Education requirements. As such, the programs are grounded in the General Education outcomes and serve to promote these among the participating students.

The consistent explication of purpose is an improvement since the last self-study. Each program receives thorough feedback on its assessment activities as part of the current annual review process. As a result of ongoing conversation facilitated by this feedback, the reporting process is currently being redesigned to promote even more effective assessment. The redesign process includes workshops to aid the living and learning program directors to develop clear mission statements, clear goals, and learning outcomes are sometimes not easily identified on the program web site [**contributes to recommendation #8**].

Co-curricular programs within the [Division of Student Affairs](#) are designed to meet educational goals. Learning outcomes within the division are specific to goals of the various departments, but collectively relate to the division’s mission to prepare students for the realities of living and thriving in an increasingly diverse, global society. These programs integrate in- and out-of-classroom learning experiences and help students build their capacities as leaders and citizens. Prior to 2009, individual reports were presented on the division’s website. Starting in 2012, all departments shifted to including learning outcomes activities as part of an annual assessment summary report submitted to a [divisional committee](#). Currently the Student Affairs learning outcomes web page is under revision and as such the individual outcomes are not shared publicly.

Additional evidence of the university’s commitment to grounding new curricular initiatives in learning outcomes can be seen in two university-wide programs that were launched in 2013.

[First-Year Innovation & Research Experience \(FIRE\)](#) is composed of courses that engage students in research/learning research skills to meet General Education outcomes as well as UMD goals for increased academic success of first-year students. [Fearless Ideas courses](#), launched by the Academy of Innovation and Entrepreneurship (AIE), are based in learning outcomes to train students to use “design thinking” and “lean startup” strategies to address real-world problems.

According to the [Graduate School guidelines](#), doctoral programs are expected to express educational goals as either student learning outcomes or benchmarking. Educational goals for each program are determined by the programs and are shared with the Graduate Outcomes Assessment Committee via biennial reports (see Criterion 2). The expectations for doctoral programs are broadly defined in the [Graduate School assessment criteria](#) and could be stated as institutional goals. The goals for master’s programs tend to be too distinct to develop overarching institutional goals. Each program articulates learning outcomes for doctoral and master’s programs in assessment plans vetted by the Provost’s Commission on Learning Outcomes Assessment/Graduate Outcomes Assessment (see Criterion 2). In most cases, program goals align well with goals presented in the Graduate School guidelines (Appendix V.2: Example 2). There is variability regarding whether the outcomes are published on program web pages. Publication of outcomes is more common with master’s programs. For example, see program objectives for [Masters in Applied Economics](#).

The university has met this criterion, as its degree programs have clearly stated educational goals and these goals are interrelated with one another, with relevant educational experiences, and with the university’s mission. Institution-level goals, program learning outcomes, and course learning outcomes have been widely developed.

Criterion 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

The extent to which the university is meeting its goals is determined through organized and systematic assessments. Each program assessment plan outlines how faculty and outside professionals are involved in completing the assessments (Appendix V.2: Example 3).

The [2011 Student Learning Outcomes Assessment Report](#) (SLOAR) states that: “At UMD assessment of academic programs has become embedded in the institutional culture, and has led to the following: Periodic review and revision of plans with regard to improving student learning; establishment of a cyclical review process; establishment of structural processes for informing the campus about assessment results; and the incorporation of assessment results in short-term and long-term campus planning.”

The assessment of undergraduate and graduate programs is led by the [Provost’s Commission on Learning Outcomes Assessment](#), established in 2003. As of 2011, student learning outcomes assessment in undergraduate programs is directed by the Associate Provost and Dean for Undergraduate Studies, working with College Coordinators (college representatives to the Provost’s Commission on Learning Outcomes Assessment). The student learning outcomes assessment in graduate programs is directed by the Dean of the Graduate School working with the Graduate Outcomes Assessment Committee. The chart in Appendix V.3 provides an overview clarifying the assessment reporting structure and process.

Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a [template structure](#) and are informed by a “[best practices](#)” guide and a [rubric](#), all of which have been revised recently. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Assessment protocols for undergraduate programs have evolved since the last Middle States review. The norm is criterion-based assessment, in which faculty review student work according to defined criteria to reveal specific areas in need of improvement. Rubrics are often used to articulate criteria and standards for direct review of student work. Faculty in academic departments have been engaged in developing the rubrics including [those used](#) in all General Education courses, the [edTPA Teacher Performance Assessment rubrics](#) that are used at the UMD and nationally, as well as rubrics developed for specific university programs such as the rubric for [Public Health Sciences assessment](#). Some programs use student performance on exams for program assessment, linking questions to specific learning outcomes and reporting student data in relation to performance on particular questions. For example, the College of Education employs the PRAXIS exam to assess outcomes related to core knowledge, and the department of Psychology employs a department-developed assessment exam to assess program outcomes. Program assessment often involves evaluation of student learning in particular key courses, such as capstone courses, which promotes learning outcomes assessment at the course level. While there is significant evidence of the employment of best practices employed for the undergraduate programs (see also Criterion 5), there remain some programs that use course and assignment grades as assessment measures, or do not have explicit criteria for review of students’ work. Such approaches do not provide the detailed information necessary to guide specific program reform [**contributes to recommendation #8**].

Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school. [Graduate Outcomes Assessment reports](#) for doctoral and master's programs are due every other year, with approximately half of the campus graduate programs reporting each year. The committee provides [guidance](#) that suggests assessment events organized around evaluations common to most doctoral programs, such as early stage coursework, a qualifying/comprehensive exam, a dissertation proposal, and the dissertation defense. For example, the doctoral program in Psychology assesses its students at five points throughout each student's graduate career, corresponding to five distinct milestones: the end of the first year, research competency (typically the end of the second year), comprehensive exams (typically in the third year), the dissertation proposal, and the dissertation defense. Each time period assesses a set of core competencies that are repeated across time periods, plus a small number of competencies unique to that assessment period. However, the committee does not provide a rubric establishing expectations/best practices for the graduate outcomes assessment or a template for assessment reports [**contributes to recommendation #8**].

Professional schools have begun to leverage the work they complete for university assessments for re-accreditation, and vice-versa. The Phillip Merrill College of Journalism uses the annual assessment reports it completes for the university as the cornerstone for its every six-year re-accreditation report, adding to the data it reviews annually on classroom learning outcomes with surveys of graduating seniors; student portfolio reviews by professionals; ratings of on-the-job

work provided by internship supervisors; and occasional surveys of alumni on job placements. The A. James Clark School of Engineering reports the value of the annual learning outcomes assessments in preparing for accreditation reports. The College of Education engages faculty in reflection of learning outcomes assessments that are completed each year for accreditation. Faculty select the finding they consider most important and report these in the campus learning outcomes assessment reports. The Robert H. Smith School of Business is in the process of redesigning learning outcomes assessment to take greater advantage of work completed for re-accreditation.

General Education assessment is being implemented at the institution level with guidance from the [General Education Assessment Planning Team](#). The Dean for Undergraduate Studies leads this team and works closely with the General Education faculty boards. Findings are reported in the Annual Report on *Provost's Commission on Learning Outcomes Assessment*:

Undergraduate. General Education assessment engages faculty in learning outcomes assessment at the course level. Faculty teaching General Education courses review student work using the [General Education rubrics](#) (that were [designed by the faculty](#)), collect data using the UMD learning management system (ELMS), then review the data and report on its use to inform course reform via reflection surveys. The Office of Undergraduate Studies hosts faculty workshops for discussion of the assessment process ([instructions for assessment](#)) and findings, including for use of rubrics to assess oral communication, professional writing, and academic writing. Other categories include a diversity of courses, disciplines, and student activities, and norming is not possible. In these categories faculty interpret rubrics in the context most useful to their course. Time and effort will be necessary to engage faculty in calibrating their findings to those of others. Faculty report their findings and curriculum reform efforts in end-of-the-semester surveys. The Office of Undergraduate Studies collects data from the learning management system and surveys for reports to faculty boards and to the General Education Assessment Planning team.

University of Maryland Extension programs are organized by focus area with, tenure and professional track faculty as members of Action Teams. These teams may become designated, based on their performance, as Programs of Distinction, and may apply to become Signature Programs. Action Teams are rated annually based on program outcomes, which define the economic, social, and other changes documented by their instructional activities and which form the basis of their usefulness in society as well as helping to drive future activities of this off-campus educational arm of the UMD.

Instructors could benefit from a well-defined process for and guidelines on reviewing assessment data for a specific course, using that to improve instruction, and documenting those evidence-based improvements. Formal learning outcome assessment in courses is not routine for faculty. Efforts are beginning to link formal processes to other activities in teaching and learning, and to encourage instructors to be reflective about assessment data [**contributes to recommendation #8**].

The I-Series assessment was developed for this unique category of General Education courses that [connects general education to contemporary issues](#). The courses were informed by a 2007-2012 program, the [Marquee courses in Science and Technology](#). The Marquee Faculty found value in a survey that collected [student comments about course learning outcomes](#). Students in i-Series courses receive this survey, and data are reported to faculty and included in an [Annual Report on the Provost's Commission on Learning Outcomes Assessment: Undergraduate](#).

Although not a direct assessment of student work, faculty find these student responses valuable for course reform.

Academic units are required by [university policy](#) to undergo a review at no more than seven-year intervals. As amended in 2001, the policy requires that academic units report in their self-study on measures taken to improve programs through outcomes assessment. External reviewers are, when appropriate, asked to evaluate program learning goals and assessment rubrics as part of program review.

Student Affairs' assessment maps learning outcome assessment to *Learning Reconsidered 2*, a framework of learning domains that has been adopted across the student affairs profession. Since FY12, departments submit to the [Student Affairs Assessment and Learning Outcomes Group Annual Assessment Summary Reports](#) that include (a) learning outcomes assessment activities conducted during the past year, (b) classification using *Learning Reconsidered II* categories, and (c) highlights of how assessments were used to inform practice. Additionally, starting in FY14, the annual report process to the vice president's office includes an assessment section calling for new or innovative learning outcome and/or assessment initiatives -- emphasizing this as a divisional priority.

Assessment of living and learning programs is overseen by the Provost's Committee on Living-Learning and Other Special Programs, which was charged with reviewing such programs annually beginning in 2009. The Office of Undergraduate Studies coordinates this review process and dissemination of written feedback to the programs. Starting in 2009, programs completed annual assessments that address program goals (see Criterion 1). Initially, the criteria for review were not specified, and programs developed their own goals and approaches. More recently, programs have been asked to provide standardized data on program goals, student demographics, retention rates, curricula, and co-curricular activities. In 2015, program directors were asked to report student satisfaction as well. The Office of Undergraduate Studies generated survey items to measure shared program goals, and in FY15 half of the programs used the survey items. This was a positive development, but the optional nature of the survey complicates cross-program comparisons [**contributes to recommendation #8**]. As the number of programs has grown (currently there are 32), both committee members and the program directors acknowledged that the existing annual process did not provide in-depth, useful feedback, and most living-learning programs' practices did not shed light on students' mastery of learning objectives. In spring 2016, the process was redesigned to promote adoption of best practices in program evaluation and assessment. Beginning in 2017, programs will be reviewed in-depth every four years on the basis of cumulative evidence pertaining to how well program goals and learning outcomes are achieved.

Comments on Criterion 2b and c:

Criterion 2b calls for assessments of students' preparation for successful careers, meaningful lives, and, where appropriate, further education. Assessment of career readiness and professional development occurs at the institution level and program level (Appendix V.2: Example 4). At the institution level, the Career Center completes annual surveys. The Career Center's graduation survey, using the standards from National Association of Colleges and Employers, captured responses from 75 percent of those receiving bachelor degrees in May 2014 in its latest report. Data are [shared](#) with the Academic Career Advisory Group that includes wide campus representation.

Criterion 2c calls for supporting and sustaining assessment of student achievement and communicating the results of this assessment to stakeholders. Assessment processes are supported and sustained via the organized programs described above. All programs report findings to relevant faculty and administrators. See, for example, Provost's Commission on Learning Outcome Assessment annual reports, Living-Learning and Special Program assessment reports, and Student Affairs assessment reports. Information about assessments is presented on the IRPA site but not necessarily found on College or Department sites. To the extent that it informs curricular or programmatic changes, more communication at the unit level on the assessment process and the significant engagement of faculty in assessment could help to inform stakeholders [**contributes to recommendation #2**].

The university has met this criterion by having organized and systematic assessments to evaluate the extent of student achievement of education goals. Committees at the campus, college, and unit levels plan and review assessments and use assessments of student work collected by faculty and other professionals.

Criterion 3: Consideration and use of assessment results for the improvement of educational effectiveness consistent with the institution's mission.

Assessment processes (described above with respect to Criterion 2) have revealed information that faculty and programs across campus are using to improve student learning, pedagogy, and curricula. See examples for subsections Criterion 3 a-f, from Undergraduate Program Learning Outcomes Assessment Summary Reports (AY11-AY14) and other sources as indicated (Appendix V.2: Example 5). Individual faculty groups have publicized their work at conferences and in publications (see Appendix V.2: Example 5, Criterion 3f). The university does not use institutional mechanisms to widely disseminate assessment results [**contributes to recommendation #2**].

The use of assessment results for the development of the new General Education program addresses all subsections of Criterion 3. An assessment of the former program for general education (the CORE program) led to the development of the new General Education requirements. Examples of findings included lack of highly effective oral communication skills among students and lack of exposure of students to applied disciplines like business and engineering. These examples led directly to the determination of the new General Education categories of Oral Communication and Scholarship in Practice.

The new General Education requirements were launched in 2012 with characteristics aimed at educational effectiveness:

- Implementation and monitoring by the Office of Undergraduate Studies with direct involvement of the dean and senior staff.
- Significant faculty engagement in the development of learning outcomes, course selection, course design, assessment, course reform and definition of new course categories.
- Support for faculty engagement efforts through professional development initiatives (see Appendix V.2: Example 5, Criterion 3d) and recognition efforts including a newly founded [General Education teaching award](#).
- A funding model to sustain the offering of Fundamental Studies courses and to encourage development of innovative courses in the I-Series category.

- Widely disseminated policies to govern the transition from CORE to General Education, including attention to transfer students.
- Critical assessment of seats at each stage of implementation.
- A website that promotes the distinctive characteristics of the program to prospective students and that serves as a resource to faculty, advisors, administrators and matriculated students.
- The transformation of over 1,275 courses according to the General Education learning outcomes.
- Development of an assessment approach that provides valuable information for faculty and administration (see Criterion 2). Data from assessments are already impacting the General Education courses (Appendix V.2: Example 5).

The design of General Education assessment was also informed by an assessment project. A spring 2012 survey of I-Series faculty members (34 faculty participating) revealed that 97 percent respondents used the ELMS learning management system in their courses, and 60 percent used rubrics to articulate grading criteria to students. Further the college coordinators reported that academic program assessment across the university was employing faculty-developed rubrics to articulate assessment criteria and performance standards. This information led Undergraduate Studies to design an assessment approach that employed rubrics available in ELMS.

Support for assessment development and evidence-based reform is not centralized. Efforts are occurring through the Teaching and Learning Transformation Center, the Office of Undergraduate Studies, the Graduate School, the Senate PCC committee, and in Student Affairs. As such, there is no defined path for findings from assessment reports to be formally communicated to these groups who work with faculty on curriculum and assessment development [**contributes to recommendations #2 and 8**]. There is not yet a campus-wide plan for faculty professional development that specifically addresses learning outcomes assessment findings [**contributes to recommendation #8**].

Overall, the university has met this criterion by considering and using assessment results to improve educational effectiveness of its degree programs. These include changes to improve student learning, revise academic programs, support professional development, improve planning and budgeting, inform constituents, and improve key indicators of student success.

Criterion 4 - not applicable to UM. Assessment is not conducted by third-party providers.

Criterion 5: Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Each year the groups associated with the Provost's Commission on Learning Outcomes Assessment at the undergraduate and the graduate level review assessments ongoing in undergraduate and graduate programs.

Student learning outcomes assessments for undergraduate programs are reviewed by the college coordinators group chaired by the Dean for Undergraduate Studies (see Criterion 2). Working in subgroups, the coordinators use a [rubric](#) to rate each aspect of assessments as presented in summary reports. Feedback to programs has resulted in consistently improving program assessments and more sophisticated reports that include rubrics, sample assessment prompts, tests and essay questions. In 2014, a system was established to upload reports to an ELMS

community site, facilitating sharing of information and ease of access to previous-year reports and coordinator reviews. This allowed coordinators to review program reform motivated by prior assessment findings. Each year the college coordinators increase the rigor of the review and refine the report template and rubric.

Although faculty will gain access to feedback on assessments as the annual reports are shared with department chairs, there is not a formal process to engage faculty in responding to feedback and improving assessment approaches. Though assessment expectations are clear, there is less clarity around the consequences for programs that receive unacceptable scores or who do not submit reports. In all programs, faculty contribute significantly to program assessment and are responsible for course reform and implementation. There is limited recognition of the enhanced workload to faculty involved in course assessment and continual course and program improvement [**contributes to recommendation #8**].

Student learning outcomes assessments for graduate programs are reviewed by the [Graduate Outcomes Assessment Committee](#). The committee reviews reports to determine whether the assessment data are being used effectively to improve the programs. Included in the feedback sent back to the programs are suggestions about how the assessment process can be updated to increase effectiveness. Unlike the undergraduate academic program learning outcomes assessment, the graduate outcomes assessment process does not have a common template for the assessment report, or a rubric for the committee's review of department reports. The process of submitting reports and receiving feedback from the committee does follow a defined time line. The graduate outcomes assessment review process would benefit with greater structure, a defined template, and a review rubric in some instances [**contributes to recommendation #8**].

The assessment of living and learning and other special programs is reviewed by a Provost's Committee on Living Learning and Special Programs, established in 2009. Guidelines for annual assessment reports were established in 2009 and revised in 2015 when the committee adopted a [standardized annual report template and process](#). For the 2015 review, each reviewer had access to 2014 reviews to assess program follow-up on prior findings. Feedback to the programs is summarized and communicated in letters from the Dean for Undergraduate Studies that are sent to the Provost, sponsoring college dean, and program director. In 2015, the committee also recommended professional development for living and learning program directors to collect and use student outcome data to improve programs. (Appendix V.2: Example 5, Criterion 3d: development of learning community for faculty).

Overall evaluation of the General Education assessment process occurs through the faculty boards and the General Education assessment planning team. Due to the young age of the program, limited assessment data are available.

The university meets this criterion by assessing the effectiveness of assessment and improvement processes for its degree programs. Each year the groups associated with Provost's Commission on Learning Outcomes Assessment at the undergraduate and the graduate level review assessments ongoing in undergraduate and graduate programs.

Conclusions:

The university meets this standard, as the use of assessment to reveal and continuously improve educational effectiveness is widely and systematically employed across campus. Since 2005, when all programs developed learning outcomes, efforts have moved from developing learning

outcomes to refining assessment tools and using evidence from assessments to improve teaching and learning. For most programs learning outcomes assessment is now used to drive change: closing the loop between assessment findings and actions that impact learning.

Challenges remain that contribute to Recommendations #2 and #8. Learning outcomes that are input into PCC, VPAC, General Education applications or in assessment reports are not typically populated into central systems, on program websites or course syllabi. Further, there is no forum for widely sharing best practices, assessment finding, or examples of evidence-based reform. This creates a lost opportunity to communicate to stakeholders, such as prospective students and their parents [**contributes to recommendation #2**].

Individual graduate programs state learning outcomes on their assessment plans, and we recommend that the Graduate School provide additional guidance on how these can be implemented at the program level [**contributes to recommendation #8**].

Assessment has evolved substantially from simply stating goals, and now involves centralized processes by which all programs conduct and report on learning outcome assessments. We recommend that these processes include all campus wide programs, and that in all reporting processes structured report template be employed to establish better consistency across units. This will help programs articulate their goals, assessment methodology, and how assessment results have informed program and curriculum changes [**contributes to recommendation #8**].

Finally, the role of faculty in assessment and the use of assessment results in meeting expectations of educational effectiveness is essential. Moving forward, the university could place an emphasis on increasing opportunities for faculty support in assessment activities -- such as workshops, resources for departments, faculty learning communities, online resources, and recognitions for exemplary performance along with targeted follow up for faculty in programs not meeting minimum standards for effective assessment [**contributes to recommendation #8**].

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

This standard addresses the degree to which institutional planning and resource allocation are linked to the goals of the university and to continuing improvement. It looks for evidence of accountability, financial planning, evaluation of resources, alignment with the goals of the institution, and deployment of human resources to support those goals. While this criterion has been met, three of the eleven internal recommendations of this Self Study Report have emerged from the analysis of this standard.

The evidence presented within all nine criteria in this standard addresses items 10 and 11 of the Requirements of Affiliation.

UMD faces many of the national trends in higher education in general but, as a public flagship university, is specifically challenged by increasing mandatory and regulatory costs coupled with a decrease in the fraction of the university's finances coming as base funding from the state. As a public university, the state allocation portion of the University of Maryland's budget is determined annually by the Governor and the Maryland General Assembly, upon the recommendation of the Board of Regents. Tuition and fee levels are proposed by the institution and require the Regents' approval. Capital expenditures normally may be funded through annual direct state appropriation or through debt issued by the USM, which then requires repayment from institutional resources. An overview of institutional revenues and expenditures is in the table below, prior history is also [publicly available](#).

	REVENUE (in \$000's)				
	FY2012	FY2013	FY2014	FY2015	FY2016
UNRESTRICTED REVENUE	1,273,981	1,307,808	1,377,195	1,432,297	1,494,898
State Appropriation	413,391	415,678	452,597	481,965	480,926
Tuition & Fees	452,877	473,762	488,481	501,035	545,829
Auxiliary Enterprises	236,629	237,092	243,019	263,330	277,686
Other	171,084	181,276	193,098	185,967	190,458
RESTRICTED REVENUE	413,978	428,056	435,141	429,083	416,853
Federal Grants & Contracts	300,117	316,583	321,135	310,131	306,480
Private Gifts, Grants & Contracts	54,321	56,196	60,696	58,063	54,639
State & Local Grants & Contracts	59,540	55,276	53,309	60,889	55,734
TOTAL REVENUE	1,687,959	1,735,865	1,812,337	1,861,380	1,911,751

	INSTITUTIONAL EXPENDITURES (in \$000's)				
EXPENDITURES	FY2012	FY2013	FY2014	FY2015	FY2016
Salaries, Wages & Fringe Benefits	1,047,955	1,065,834	1,120,738	1,169,566	1,219,356
Scholarships & Remissions	128,603	127,666	133,482	147,223	137,652
Operating Expenses	511,401	542,364	558,116	544,591	554,744
TOTAL EXPENDITURES	1,687,959	1,735,865	1,812,336	1,861,380	1,911,751

The University of Maryland Extension (UME), authorized as the Cooperative Extension Service by federal and State laws in 1914, is supported by a combination of federal, state and county funds (Chapter 247, Acts of 1914). Since 1993, UME has been administered by UMD's College of Agriculture and Natural Resources, operating as a partnership between the state's two land-grant universities, UMD and the University of Maryland Eastern Shore.

Criterion 1: institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

As noted in Standard I and throughout the document, the 2008 Strategic Plan has served as the primary roadmap for the university during this last decade. After its completion, major divisions and colleges were also directed to develop their own strategic plans consistent with the overarching goals and values laid out in the 2008 Plan, using longstanding principles of participatory shared governance. For example, the Division of Information Technology produced "[Promoting Innovation](#)" in January 2013. The Division of Student Affairs developed a [mission and values statement](#) and instituted an annual reporting and review process to ensure congruent connection between overarching strategies and annual goals. The Office of the Vice President for Research has instituted a campus-wide mechanism for innovation called the [Faculty Incentive Program](#), which provides for three increasing tiers of funding for new research initiatives that meet institutional priorities.

The development of the 2008 Plan was informed by numerous sources of data that are collected on an annual basis. These include enrollments, student outcomes, research and scholarship productivity, employment information, and diversity goals, all compiled centrally by the Office of Institutional Research, Planning, and Assessment (IRPA). IRPA provides various documents of assessment outcomes its [Web site](#).

The 2008 Plan was followed by the development of a detailed implementation strategy, and progress was tracked for the first three years following its adoption. From FY 2009 through FY 2011, the Provost led a reallocation process that enabled the institution to shift resources to reflect its strategic goals, shoring up programs that had been under-resourced and investing in new initiatives. Results were posted on the Provost's web site, as evidenced in two examples for [reallocation](#) and [implementation progress](#) from the second year of implementation. The university also successfully secured new resources from the state, and, in combination with reallocated funds, has been able to implement a number of strategic initiatives. Examples include the [Academy for Innovation and Entrepreneurship](#), a [grade 6-12 Charter School](#) in College Park, the [Teaching and Learning Transformation Center](#), and the [Maryland Language Science Center](#).

The economic downturn, leadership changes, and the shifting landscape of higher education have all resulted in a suspension of detailed tracking of progress, but the action principles established in 2008 continue to serve as a guide for institutional planning. New opportunities unforeseen in 2008 have emerged, and existing weakness and threats have led to an intensified focus on fiscal and administrative modernization, now underway following the work of the [Flagship 2020 Commission](#). The Commission consisted of five working groups and an advisory council, and was charged with charting a five-year course “to better align financial resources with institutional priorities; to recommend improved ways to learn and teach, conduct research, and translate ideas into social and/or economic ventures; to explore how our administrative services might be improved and streamlined to better support our core academic missions; and to propose ways to increase our revenue streams.” In September 2016, [a summary report](#) from the Flagship 2020 Commission was released, and an Administration Modernization Program (AMP) team is now tasked with operationalizing actionable recommendations.

The university adheres to an annual Personnel Review and Development (PRD) process that begins with the annual assessment of the President’s performance, and continues with the vice presidents and deans, and ultimately includes all personnel. This provides for a written evaluation of the executive’s achievements, planning, and progress toward his or her own and the institution’s goals. When feasible, these reviews include data related to budgetary and fiscal stewardship; recruitment and retention of faculty and staff; the delivery of instruction for graduate and undergraduate students; research and scholarship activity; progress toward diversity goals; provision of service to students, staff and faculty; fundraising; maintenance of facilities; and responsiveness to external constituents including the USM office, the state and local government, and the citizens of Maryland.

In making decisions for allocating resources to academic units, the Provost makes use of the [periodic reviews of academic units](#) as well as the mandated five-year reviews of chairs and deans to make decisions on resource planning. Unit reviews include an opportunity for a department chair and a dean to respond to an external review report and often result in an opportunity for identifying specific resource needs. Representative unit reviews are included as links in Appendix VI.4(n).

Criterion 2: clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results;

Institutional planning is a continuous and ongoing effort, informed through processes in each of the university’s major divisions, with guidance from the 2008 Plan, the 2016 Update, and the other planning documents described above. All are informed by relevant institutional data.

The [Office of Institutional Research, Planning, and Assessment](#) (IRPA) provides essential information about the university for the purposes of decision-making, policy analysis, strategic planning, mandated reporting, and academic program review. The staff captures data on faculty, staff, students, and finances and uses it to characterize the institution in quantitative ways using nationally accepted definitions. They draw on a variety of data collection procedures, information processing methods, analytical tools, and reporting strategies in our efforts to present information with clarity, validity, reliability, and value. IRPA also uses data from the Association of American Universities Data Exchange (AAUDE) and comparisons with various sets of peer institutions as benchmarks.

In addition, IRPA manages and provides the [learning outcome assessment](#) process for undergraduates; operates the [course evaluation system](#) that provides critical data that informs assessment of the delivery of instruction; coordinates an annual activity [reporting process for faculty and staff](#) that impacts promotions and salary decisions; and leads the [Campus Assessment Work Group](#), which is charged with creating a “culture of evidence, ” in which data and assessment are central to campus decision making. IRPA engages with students, staff and faculty from across the campus, routinely including individuals in their projects, and proactively reports their findings in forums across the campus.

In [Year 2](#) and [Year 3](#) of the 2008 Strategic Plan implementation, various working groups were established to lay the groundwork for new initiatives and systematic review of existing structures. A few examples of recent efforts in planning and improvements follow.

As noted in Standard III, nearly half of admitted freshmen participate in one of 23 living-learning programs during their first two years at the university, with the majority in [College Park Scholars](#) and the [Honors College](#). Since 2010, the Dean for Undergraduate Studies has been leading an annual assessment process of our living-learning programs, using a common evaluation framework that considers student interest and success and provides feedback for program improvement. The initial year of review led to the creation of the Honors College, with the addition of two new interdisciplinary living-learning programs, as well as to the discontinuation of a few programs that were not thriving. As of 2016, the review process is undergoing a substantive redesign to provide a mechanism for more in-depth feedback over longer time intervals.

The Graduate School developed a right-sizing initiative for doctoral programs, as mandated in the 2008 Strategic Plan. This involved a careful analysis and review of all the doctoral programs in consultation with deans, chairs and faculty, and resulted in recommended enrollment targets that would allow programs to provide better support for their students and improve completion and time to degree. Several years after its implementation, the right sizing initiative is generally considered a success, one that helps academic programs manage their doctoral programs more efficiently and improve the student experience. The Graduate School also manages a biannual [learning outcomes assessment](#) process for all graduate degree programs providing feedback. This process is overseen by a standing committee of the Graduate Council.

In 2012, a “University District 2020 Vision” was created— through the College Park City-University Partnership (CPCUP)—to establish a shared set of ideas and values for the campus and local residents to improve the quality of life for all who live and work in the community. The collaboration has rapidly begun to revitalize downtown College Park, and the goal of creating a vibrant, walkable, mixed-use hub of activity with new retail, office, and housing options is clearly within reach. These changes promise significant benefits for UMD, including better faculty and student recruitment and new research partnerships.

In the wake of a data breach in 2013, an Information Technology Security Task Force, with representation from across the campus, was formed to analyze the circumstances that led to the breach. This group [produced a report](#) that provided recommendations with respect to the steps necessary to avoid a future breach and to secure the University’s IT systems and data.

In 2014, the Provost and the President began a process of external and internal analysis to improve how the campus leverages its resources and how efficiencies might be achieved. An outside consultant with a strong national reputation in higher education was engaged to review

budgeting, administrative functions, and resource alignment relative to national best practices. Concurrently, President Loh established the [Flagship 2020 Commission](#), engaging administrators, faculty, and staff to consider ways to enhance revenues, identify efficiencies, and review allocation strategies. This two pronged approach has resulted in a list of 25 ideas that are under analysis with the goal of implementation beginning in January, 2017. The Administration Modernization Program (AMP) team will be responsible for leading that effort [**contributes to recommendations #9 and #10**].

Criterion 3: a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;

The university's financial planning process is defined by an initial central dimension led by the President and his senior leadership team. It connects annual financial planning to the university's long term goals, as identified in the 2008 Strategic Plan and the 2016 Strategic Plan Update. In turn, budgets are delegated to the vice presidents who oversee financial planning within their respective areas. Significant authority is enacted by the deans to manage their financial processes to achieve identified strategic objectives. There are ongoing, evidence-based, annual assessments of whether objectives are being accomplished at the college and major unit level, which are reported up to the vice presidents. A set of committees, work groups, and policies are in place that enable ongoing communication about the status of the institution's fiscal environment and enable key decision points during the year.

The Provost has authority over the budget and decisions related to revenues and expenditures. She works closely with the vice presidents, the assistant president, the deans, and senior staff to oversee fiscal activity, identifying challenges and opportunities, and to communicate the state of affairs to the campus. She meets regularly with an assembly of academic department chairs and provides regular budget briefings, permitting them to use that information to influence local budget decisions.

The Vice President for Administration and Finance (VPAF), along with the Chief Financial Officer, leads the Finance Committee, which consists of vice presidents, relevant division budget officers, and a rotating dean. This group reviews the budget, financial reports and information on a monthly basis and makes financial decisions that are approved by the President and Provost. The VPAF also heads the Committee for the Review of Student Fees, a widely representative body with majority student representation, which recommends approval of more than \$200 million in institutional fees to the President annually.

A portion of the indirect cost revenue (F&A) from sponsored research is allocated to the Provost, Vice President for Research, the Graduate School, colleges, and academic units, for the purpose of supporting and investing in research. These funds (DRIF) have effectively leveraged the substantial growth in campus sponsored research and will permit strategic investment in new initiatives moving forward.

An enrollment management team meets throughout the year to address concerns related to maintaining undergraduate enrollment, addressing roadblocks to student completion, and considering new programs that are responsive to student interest and demand. This is done with careful consideration of the institution's mission and goals and with takes into account capacity at the unit level.

The Provost, working in consultation with deans, provides an annual allocation to assure that an adequate number of seats are offered to permit undergraduates to make satisfactory progress. While effective in providing the needed instruction, this process is complex and cumbersome and is being evaluated and revised. The university has been working towards a more transparent budget model that will allow strategic, data based decisions based upon mission, goals, emerging opportunities and financial reality [**contributes to recommendation #11**].

The university provides reports and analyses to the University System of Maryland Office at regular intervals throughout the year, which allows for an external evaluation of our budgeting and its alignment with our mission and objectives. For example, the [Managing for Results \(MFR\) annual report](#) addresses key measures of the university's progress in reaching institutional goals that reflect priorities of the 2013 Maryland State Plan for Postsecondary Education.

Criterion 4: fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered:

Our resources – human, fiscal, physical and technical – are indeed adequate, and are leveraged to meet our institutional goals and mission. Modest increases in state funding have helped abate, but not kept full pace with, the growing cost of mandatory expenses for energy, health care, and retirements. New buildings support an increasing demand for physical space for research and instruction. [Student outcomes are strong](#). Graduation rates exceed the national averages for 4-year public institutions with an admissions rate similar to the University of Michigan. The average time to degree for doctoral students is 5.3 years, with a 10-year completion rate of 65.1%. Despite the national downturn in sponsored research funding, the university's sponsored awards [have reached an all-time high at \\$550 million in FY 15](#), a 15% increase, particularly notable for a campus without a medical school.

The diversity of our student body overall, and most specifically UMD's production of underrepresented minority Ph.D. degrees is well ahead of peer institutions. The university ranks sixth in doctoral degree production for minorities in Mathematics and Statistics and tenth in Computer and Information Sciences. At the undergraduate level, the university ranks third in degree production for African-Americans in Biological and Biomedical Sciences.

Two regional higher education centers are part of the University System of Maryland. One, the [Universities at Shady Grove](#) (USG), is managed by the University of Maryland, College Park. Educational programs at USG are delivered (and degrees awarded) by nine of USM's institutions, at both undergraduate and graduate levels. By design, undergraduate instruction is only in the third and fourth years. UMD students are approximately half of the total undergraduate enrollment at USG. The majority of students (70%) transfer from nearby Montgomery College, thus requiring close collaboration in the development of new programs. There are no residential facilities at USG so, unlike the College Park campus, the student population consists entirely of commuters.

USM's 2020 Strategic Plan calls for substantial growth in enrollments and degree production throughout the system institutions, most specifically in Science, Technology, Engineering, and Math (STEM) disciplines. USG has an approved construction project for a new Biomedical Science and Engineering Education building to house new programs in information science, engineering, and health-related graduate programs from the University of Maryland, Baltimore. Planning, both academic and financial, for new programs is currently underway.

Despite the substantial progress made towards achieving the goals laid out in the 2008 Strategic Plan, many challenges remain and some are clearly linked to financial planning and budgeting. In-state tuition rates lag those of our peers, which limits our ability to invest in our instructional infrastructure or to address the growing demand in STEM disciplines. State restrictions on personnel compensation and procurement further limit our flexibility and control. Deferred maintenance of our buildings remains a serious concern and unfunded liability, as it does on many campuses. Our information technology infrastructure and enterprise software systems are currently adequate but in need of a major financial investment if we are to maintain a competitive administrative and research environment in the years ahead. As one strategy for increasing revenue, the university has invested in fundraising, alumni relations, and development. We remain optimistic that our relatively modest endowment will expand significantly during the upcoming campaign [**contributes to recommendation #10**].

Criterion 5: well defined decision making processes and there is clear assignment of responsibility and accountability;

The university has in place an array of administrative bodies that participate in the decision making processes. Short summaries of the highest level advisory bodies can be found in Appendix VI.2. The Cabinet, consisting of the vice presidents and other senior executives, meets routinely to consider high level issues and to advise the President. The Finance Committee, which includes the Chief Financial Officer, the vice presidents, and several associate vice presidents, monitors the university's budget and related financial matters, and makes decisions to assure fiscal stability and good stewardship of the university's resources. The Provost leads the Deans' Forum (deans only) and the Deans' Council (which includes senior administrative staff in Academic Affairs) to discuss and advise the Provost on decisions relevant to the academic mission. The Facilities Council is convened with representation from across the campus to review requests for resources for facilities and space and to authorize those requests. The Sustainability Council advises the President, the Office of Sustainability, and the campus community about issues related to the integration of sustainability into campus operations. Campus operations include the physical campus as well as the university's core missions of teaching, research, and service.

The Vice President for Research, the Provost, and the Vice President for Administration and Finance commissioned a Research Support Oversight Committee that consists of the chairs of all research regulatory and financial committees (Institutional Review Board, Institutional Animal Care and Use Committee, Conflict of Interest Committee, Institutional Biosafety Committee, Export Controls Committee, Laboratory Safety Oversight Committee, Radiation Safety Committee, and Financial Oversight Committee) and provides a forum for all research related committees to meet and discuss areas of potential risk and subsequent means to mitigate, manage and reduce risk associated with the research enterprise. The committee serves as an information vehicle to the Provost, the Vice President for Research and the Vice President for Administration and Finance on resource needs and potential realignments to meet a compliant environment that is safe and secure for our researchers and students.

The Graduate Council, representative of the graduate faculty, provides advice to the Dean of the Graduate School and the Provost on policies and procedures governing graduate programs.

The University Senate, which includes faculty, staff and students, embodies the principals of shared governance and is advisory to the President. The senate has a number of standing

committees that review and address issues and concerns brought to its attention and propose solutions; it requires all units to create and maintain plans of organization that meet specific criterion; and it holds regular meetings that provide forums for executives to respond to questions. The senate provides an avenue for faculty, staff, and students to have a voice in decisions and the development of policies. The senate also convenes three councils to provide advice on issues of information technology, research, and the libraries.

These committees and councils work harmoniously and provide broad participation from the campus in decision making processes. Numerous other ad-hoc advisory groups also contribute at multiple levels. Although the university is a highly decentralized organization with considerable autonomy granted to vice presidents and deans, institutional-wide decisions are vetted through these and similar governance bodies and the instruction is well served by a culture of shared governance and transparency.

Criterion 6: comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

The university has a comprehensive [Facilities Master Plan](#), which undergoes a minor update every five years and a major update every ten years. The major update process includes broad campus-wide participation, with leadership provided by the senior administration. The plan is built on four strategic priorities: excellence, connectivity, sustainability and stewardship. The commitment to excellence is the basis for planning at the university over the past two decades and remains the impetus behind the current document. Connectivity within the campus among its districts and communities, with the regional ecology, and to the neighboring communities is a priority. Stewardship—the valuing and nourishment of the architectural, cultural, and environmental heritage that has determined the special character and sense of place of the university—is an underlying theme. Leadership in sustainability, both as a laboratory and model for best practices, is a campus-wide goal and a significant component of every section of the plan. Strategies, recommended actions to meet the goals, and proposed development projects are guided by twelve physical planning principles connected to these four strategic priorities.

Three committees—the Facilities Improvement Committee (FIC), the Facilities Advisory Committee (FAC), and the Facilities Council (FC)—ensure wide participation in investment priorities and decisions, a rigorous process to allocate construction and renovation funding, alignment with the Facilities Master Plan and the University Strategic Plan, and checks and balances to ensure facilities investment is within the university's budget.

Projects requests of less than \$125K are reviewed by the FIC. Members (all within Facilities Management) include the Executive Director of Design and Construction, Executive Director of Operations and Maintenance, and the Director of Facilities Planning. Mid-scale (up to \$1M) and capital projects are reviewed by the FAC who then provide advice to the Facilities Council. The FC has responsibility for oversight of campus facilities expenditures and on requests to be made to the state. Recommendations are developed on the State Capital Improvement Program (CIP), the institutional System Funded Construction Program (SFCP), the Access Maryland Program (AMP), the Access UMD Program, and the Occupational Safety and Health (OSH) Program. The FAC is chaired by the Associate Vice President, Facilities Management, and includes a representative from all divisions and from all divisions and each college.

The Facilities Council also oversees the campus Facilities Master Plan and approves program statements and design concept plans for all university facilities. The FC is chaired by the Provost and includes the Vice Presidents, Chair Elect of the College Park Senate, the Dean of the School of Architecture, and several UMD and City of College Park staff. The Associate Vice President for Facilities Management sits on the University Finance Committee, providing additional linkage between facilities and utilities spending and the university's budget process.

The USM Chancellor approves institutional cash funded projects between \$1M and \$5M. The Board of Regents must authorize all projects in the CIP (state-funded) request and SFCP (institutionally funded) projects over \$5M.

Facilities Renewal funding is managed by the Executive Director for Operations and Maintenance and is separate from construction and renovation funding. This program is used for infrastructure repairs and replacement, which includes utility systems, building systems, and exterior infrastructure. The key measurement of the Facilities Renewal requirement is the deferred maintenance backlog, which is updated every ten years. A validation was completed in 2014, using in-house expertise and a consultant's assessment of facilities conditions (the Facilities Condition Index). The UMD backlog is \$907M, up from \$750M at the time of our 2012 Periodic Review submission, mirroring the trend across higher education of ever-increasing deferred maintenance and increasingly aged infrastructure. In order to address these in a rigorous, logical, and prioritized manner, the Executive Director for Operations & Maintenance created a ten-year investment plan, which is the process of being validated by an outside consultant.

Not included in our deferred maintenance backlog, yet recognized as a growing challenge, are our underground utility systems (steam, water, and electrical). Renewal requirements for these systems are estimated at \$320M. Recapitalization of these systems is anticipated through private investment opportunities generated during the next phase of the Public Private Partnership to operate and maintain our combined heat and power plant and its associated utility systems.

In a separate effort to recognize and address the university's growing infrastructure renewal requirements (coined the "Invisible Crisis"), UMD secured an additional \$10M/year in facilities renewal funding from the state, starting in FY12 and lasting for ten years. For FY17 and FY18, this \$10M was redirected to capital projects.

The University of Maryland is committed to achieving carbon neutrality by 2050. Since the release of the [Climate Action Plan](#) in 2009, we have invested \$23M into energy-saving technologies, resulting in annual savings of \$3.7M in energy costs and a reduction of over 11,000 metric tons of CO₂. The university has also invested in supporting and encouraging behavior change by faculty, staff and students to conserve energy.

The university has an aggressive renewable energy procurement strategy, which commits us to source 100% of purchased electricity from renewable sources by 2020. To date, 50% of our purchased electricity comes from renewable sources, both on and off campus. A 2-megawatt rooftop solar photovoltaics installation is scheduled for completion in 2016.

During the first several years of implementation of the Climate Action Plan, the university has chosen to focus on renewable sources for purchased power because it has higher carbon intensity than power purchased from the grid or generated by our combined heat and power plant. It is one of the best conventional technologies available to the university to reduce carbon emissions from

the production of our heat and power. Despite that, it is the university's largest single source of greenhouse gas emissions. A study is underway to assess the condition and efficiency of the existing plant, and the steam, electric and chilled water distribution systems and to determine the most efficient utility supply model that fits with both the growth predicted in the Facilities Master Plan and the carbon reduction goals laid out in the Climate Action Plan.

The ambitious goals laid out in the Climate Action Plan require us to continue to look for ways to maintain progress toward carbon neutrality. Increased energy efficiency through technological improvements, behavior change, investment in renewable energy sources where feasible, and careful analysis of opportunities related to the combined heat and power plant and its steam, electricity and chilled water distribution systems are the pillars of our current approach to reducing greenhouse gas emissions from power and operations.

Sustainability principles are now applied across campus through the use of Leadership in Energy and Environmental Design (LEED) principles. The state of Maryland requires that University System buildings, both new facilities and major renovations, be LEED Silver certified. Many of our buildings on campus are LEED Silver certified and we have seven LEED Gold certified buildings.

[Sustainability initiatives](#) also extend to the campus dining services, through a commitment to use local and sustainable food sources when possible, including produce grown by local farms operated by the College of Agriculture and Natural Resources.

Criterion 7: an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;

The University System of Maryland has a long standing policy (284.0 - [VIII-7.00](#)) that stipulates that an external audit of the university must be conducted annually. The University Finance Committee is charged with addressing any findings from the external audit. The audit report is submitted to the Chancellor and Regents for review and the resolution of any findings. The university is in full compliance with this policy.

Criterion 8: strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;

The university is engaged in several activities that enable us to assess the effectiveness of our resource allocation with respect to our core mission and strategic goals. Several of them have been described above under Criterion 2.

Our participation in the Big Ten Academic Alliance (BTAA) has created a number of professional relationships between faculty and administrators at College Park and other Big Ten institutions, which encourages sharing of data and strategies, policies and practices. Academic and administrative personnel meet throughout the year to discuss issues of mutual concern, and this leads to an ongoing assessment of our own effectiveness with respect to resource utilization.

Throughout 2015, the university engaged an external consultant to identify how we can operate more efficiently and identify new resources that will allow us to pursue our strategic goals. Their research, along with the efforts of the Flagship 2020 work groups, are currently under analysis by the Administrative Modernization Program team charged with implementing a number of these ideas to move the institution to a more desirable future state.

A primary goal of the Administrative Modernization Program is to create a new budget model for the campus that will establish a transparent structure and establish an environment that will allow more consistent and meaningful analysis of resource allocation and permit data-driven decision with regard to allocations to support the mission and strategic goals. One outcome of this analysis exposed the fact that many of the university staff, particularly those responsible for fiscal oversight and management, are not adequately trained and are not consistently prepared to function effectively or efficiently. A group of senior budget officers is now tasked with developing a training protocol for our financial system, along with strategies to provide professional development and competency training for relevant staff. (See Standard VII, Criterion 4 for additional efficiency measures resulting from administrative reviews.)

Criterion 9: periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources;

The annual reallocation processes that were carried out during FY10, FY11, and FY12, described under Criterion 1, are examples of continuous institutional renewal and resource allocation. Most major administrative units also produce annual reports that document accomplishments and identify future directions. Examples include those from [the Office of Undergraduate Studies](#), the Division of Student Affairs, the Division of Research, and [the University Libraries](#).

The preparation of budget requests to be submitted to the state, through our System Office, also requires a regular assessment of our effectiveness and progress toward stated goals and holds the institution accountable for resource allocations and related accomplishments.

The university carefully tracks progress with respect to sponsored research funding and subsequent expenditures. Despite national downturns, the University of Maryland has continued to grow our portfolio of externally supported research and has increased its diversity of sponsorship. This success can be attributed to several assets, notably the caliber of our faculty and graduate students and our location in proximity to the nation's capital. Nonetheless, we also attribute our success to the intentional investment of resources in the research enterprise. A significant portion of our F&A revenue is returned to academic units to support existing research and invest in new opportunities and is used to fund start-up packages for newly-hired faculty and internal seed and tier programs that support pilot data collection and enhance proposal success rates. These programs are competitive in nature and success rates are assessed annually by the Division of Research and resources realigned accordingly. The university faces significant challenges, however, in identifying the resources needed to establish a competitive critical mass in several new research areas, including big data, neuroscience, quantum computing, and cybersecurity.

The Division of Information Technology has undertaken an assessment of the IT infrastructure and identified deficiencies and goals and is creating plans to advance the campus to a future state. The university as a whole recognizes that improvement is necessary with respect to the management of our data and the tools needed to evaluate and analyze that data. Throughout 2015, a small team worked to realign the data to prepare for the acquisition of a business intelligence tool, for which first implementation is planned during 2016. We believe this will provide us with the information needed to move to a more effective planning and resource allocation [**contributes to recommendation #7**].

Conclusions:

The university meets the criteria for this standard, as the university's objectives are linked to its mission and the planning process is linked to the objective articulated in strategic plans for the university as a whole and for campus divisions and academic units.

However, challenges remain that contribute to several recommendations. The university should continue its analysis of how best to leverage its resources and achieve efficiencies, using as a guide the 25 recommendations resulting from the outside consultant and Flagship 2020 Commission [**contributes to recommendations #9 and #10**].

The university should also continue its development of a more transparent budget model, led by the budget workgroup of the Flagship 2020 Commission and the ongoing Administrative Modernization Program. It will be important for the university to have a budget model that facilitates strategic decisions based upon the university's mission, goals, emerging opportunities and financial reality [**contributes to recommendation #11**]. A business intelligence tool is also recommended for more effective planning and resource allocation [**contributes to recommendation #7**].

Standard VII: Governance and Leadership

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

This standard addresses the university's overall governance and organization and its relationship with the University System of Maryland, the Board of Regents, and the state of Maryland as a public institution. The elements of the standard look for evidence of shared governance and accountability, for evidence of the role of the Board of Regents, and evidence that the Chief Executive Officer has appropriate credentials, authority, and resources to serve the institution in an appropriate manner. As a public institution with several layers of oversight, the university meets this standard in general. An area for improvement is to establish more formal processes and guidelines for regular in-depth review of administrative units.

Evidence from criteria 1-4 in this standard speak to item 12 of the Requirements of Affiliation, regarding the university's governance structure. Item 13 of the Requirements of Affiliation is addressed by the evidence in criterion 2.

Criterion 1: A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students

The 1988 Maryland Charter for Higher Education sets principles and goals for higher education in Maryland, and defines the duties and responsibilities of [the Maryland Higher Education Commission](#) (MHEC), the [University System of Maryland](#) (USM), and the USM Board of Regents in achieving these goals. MHEC establishes statewide regulations for all public and private colleges and universities, as articulated in [Title 13B of the Code of Maryland Regulations](#) (COMAR). The Commission approves new colleges and universities in Maryland, as well as proposals for new academic programs at established schools. The [Commission's twelve members](#) are appointed by the Governor with the consent of the Maryland Senate. The Secretary of Higher Education is appointed by the Governor, with state Senate advice and consent. The Secretary selects and directs the staff of the Commission and ensures that the policies and decisions of the Commission are carried out.

[Chancellor Robert L. Caret](#) heads the system office, which serves as staff to a 17-member [Board of Regents](#) appointed by the Governor. The Secretary of Agriculture serves as an ex officio Board member, reflecting the university's status as a land-grant institution. The Chancellor advises the Board of Regents on system-wide policy; conducts system-wide planning; coordinates and arbitrates among the USM institutions; assists institutions in achieving performance goals; provides technical assistance to institutions and centers, such as legal and financial services; and ensures that the policies of the Board are carried out. Essentially all of the university's major institutional planning is carried out in cooperation with USM and with the state. The Board of Regents Bylaws also articulate the Board's responsibility for managing USM. Taken together, these insure the independence of the institution and help insulate it from

political, financial, and other external influences that would interfere with normal governance. The Board of Regents policy on shared governance establishes four councils to provide advice to the Chancellor and the Board of Regents: the Council of University System Presidents, [Council of University System Faculty](#), the [Council of University System Staff](#), and the [University System of Maryland Student Council](#).

Criterion 2: A legally constituted governing body that:

- a. *serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;*
- b. *has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;*
- c. *ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;*
- d. *oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;*
- e. *plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;*
- f. *appoints and regularly evaluates the performance of the Chief Executive Officer;*
- g. *Is informed in all its operations by principles of good practice in board governance;*
- h. *establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;*
- i. *supports the Chief Executive Officer in maintaining the autonomy of the institution.*

Through the Maryland Education Code 10-209, the University System of Maryland is directed to “maintain and enhance the College Park campus as the flagship campus”, which includes admission of freshmen and transfer students of exceptional ability and the provision of operating funds and facilities necessary to “place it among the upper echelon of its peer institutions.”

The Education Code 12-104 states: “Consistent with the goals, objectives, and priorities of the Board of Regents and its legal responsibility for the efficient management of the university, shall delegate to the president of each constituent institution authority needed to manage that institution, including authority to make and implement policies promoting the mission of that institution, including the authority to establish policies appropriate to the institution's mission, size, location, and financial resources.” This delegates to the institution the right and responsibility for day-to-day operations.

In parallel with statewide oversight and approval by MHEC, the Board of Regents reviews and approves proposals for new academic programs or substantial changes to existing programs and assures that programs are not unproductive or unreasonably duplicative, taking into account the missions of the institutions, student demand, and efficient use of the university's resources. The Board of Regents also sets tuition and fees; evaluates and approves the university's budget

submissions; reviews financial statements and ensures strong financial management of the university. The Board regularly evaluates the performance of the Chancellor and the Presidents; adopts a performance accountability plan for each institution and holds each President accountable for meeting the objectives of the plan.

The Bylaws of MHEC, [of the Board of Regents](#), and of the University of Maryland establish practices of governance, including procedures for conduct of meetings, record-keeping, transparency, and accountability.

The Secretary of Higher Education and members of MHEC are subject to Maryland Public Ethics Code (Code of Maryland, Title 5), which requires disclosure of financial affairs to the [State Ethics Commission](#) and sets standards of conduct for state officials and employees to prevent conflict, assure impartiality and independent judgment, and avoid improper influence or the appearance of improper influence. In addition to obligations under the state Ethics Code, Board of Regents members are subject to the [Board's policy on public ethics](#). UMD senior officials are also subject to the Ethics Code and its reporting requirements. University faculty and staff are subject to the University of Maryland [Policy on Conflict of Interest and Conflict of Commitment](#) and [related reporting procedures](#).

In 1999, former UMD President C. D. Mote established a [Board of Trustees](#) to manage the affairs of the [University of Maryland College Park Foundation](#). The Foundation receives, invests, and manages funds and other property for the benefit of the mission, goals, and programs of the university. The Trustees advise the President on appropriate matters and serve as advocates for the university with external constituents. Up to 45 trustees may be elected by the Board, who serve no more than two consecutive terms of one to three years. In addition, there may be up to 15 appointed trustees, 25 ex-officio and 10 advisory members, as well as honorary and emeritus trustees. The Vice President of University Relations serves as the President and Chief Administrative Officer of the Foundation and is responsible for implementing the decisions of the Trustees.

Criterion 3: A Chief Executive Officer who:

- a. *is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;*
- b. *has appropriate credentials and professional experience consistent with the mission of the organization;*
- c. *has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;*
- d. *has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.*

The President and Chief Executive Officer of the university is appointed by the Board of Regents in consultation with the USM Chancellor. This position is currently held by [Wallace D. Loh](#), who assumed leadership in 2011, replacing Dr. C. D. Mote. As CEO, President Loh is accountable to the Board of Regents for the successful conduct of the institution in all its aspects. The President formulates operating and capital budget requests designed to further the mission of

the institution; appoints, sets salaries, promotes, grants tenure, assigns duties, and terminates personnel; establishes admissions standards; sets tuition and fees; administers financial aid; the administration and regulation of athletic and student activities and alumni affairs; oversees affirmative action and equal employment opportunity policies; and implements the policies of the Board of Regents (12-109).

The President has authority to establish policies for UMD consistent with those established by the Board of Regents for the System. Under most circumstances and when appropriate, the President consults with the university's primary shared governance body, the University Senate, when formulating or revising policies.

A complete and consolidated list of [System and University policies](#) is publicly available; of particular relevance for Standard VII are the policies that mandate participation by faculty, staff, and students in shared governance ([I-6.00](#)); those for the periodic review of academic units, deans, chairs, and directors (I-6.00(A)-(C)); and those related to conflict of interest or commitment (II-3.10(A)-(C)).

As outlined under Criterion 4, the University Senate is actively engaged in the process of review and revision of campus-wide policies. However, not all campus constituents are aware of all policies and procedures related to their function on campus. Dissemination of implementation guidelines, such as the Undergraduate and Graduate catalogs, the Faculty Handbook, or unit-level practices and web sites, are not always clear or current with policy changes. This concern was identified in data gathering for several standards and has thus risen to a recommendation for institutional improvement that the university provide better ways to align and disseminate information on campus policies and procedures [**contributes to recommendation #2**].

Internally, the President's primary advisory body is his Cabinet, whose members are listed in Appendix VII.2. The functions of the senior administrative offices that support the President are described in Criterion 3.

A number of other individuals and offices report directly to the President and assist him in carrying out his responsibilities, as identified in the [organization chart of the Office of the President](#). The President also uses standing commissions to advise him on campus-wide policy issues, as well as ad-hoc task forces for specific issues as they arise. Standing commissions include the [Commission on Women's Issues](#), the [Commission on Ethnic Minority Issues](#), the [Commission on Disability Issues](#), the [Commission on Lesbian, Gay, Bisexual and Transgender Issues](#), and the [Athletic Council](#). Recent examples of ad-hoc groups include a Task Force on Cybersecurity, a [Commission on Big Ten/CIC Integration](#), and a [Commission on Intercollegiate Athletics](#), and the [Flagship 2020 Commission](#) that was convened for the most recent work on institutional planning.

Criterion 4: An administration possessing or demonstrating:

- a. an organizational structure that is clearly documented and that clearly defines reporting relationships;*
- b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;*
- c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;*

- d. skills, time, assistance, technology, and information systems expertise required to perform their duties;*
- e. regular engagement with faculty and students in advancing the institution's goals and objectives;*
- f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations;*

The administrative core of the university includes the President and seven vice presidents who preside over various facets of the institution. An [organizational chart of the university's senior administration](#) identifies its current members. Biographies of the current most senior administrators is in Appendix VII.2, and an accounting of changes in these positions since the last Self Study can be found in Appendix VII.3.

The Senior Vice President and Provost is the university's chief academic officer, responsible for ensuring that programs and faculty are of the highest caliber. As Senior Vice President, the Provost has budgetary responsibility for campus academic programs and resources and works directly with the President on campus-wide resource allocation. The Provost oversees the development, review, and implementation of all academic policies and regulations; consults closely with the University Senate and other faculty advisory groups on academic programs and policies; and serves as liaison with other university divisions in strategic and long-range planning. The deans of the 12 academic colleges and schools report to the Provost as do the deans for Undergraduate Studies, of the Graduate School, and of the University Libraries. The current roster of deans can be found in Appendix VII.4. The director of the Institute for Bioscience and Biotechnology Research and the Executive Director of the Universities at Shady Grove, both situated in Rockville, also report to the Provost. Other major academic administrative offices that report to the Senior Vice President and Provost are identified in the Provost's Office [organizational chart](#) and on the [Provost's web site](#).

The Vice President for Administration and Finance is the university's chief business officer and head of the [Division of Administration and Finance](#), which is responsible for the university's physical environment and business operations, and for the promotion of partnerships with surrounding communities. The Division includes [the following departments](#): Budget and Fiscal Analysis; Business Services; Environmental Safety, Sustainability, and Risk; Facilities Management; Finance; Procurement and Strategic Sourcing; Public Safety, Real Estate, and university Human Resources.

The Vice President for Research is the chief research officer and head of the [Division of Research](#). The [Division's organization](#) includes the Office of Research Administration, which oversees the submission of all sponsored projects proposals, negotiates and executes agreements, provides sponsored projects education and communication, and assists faculty, staff, and students in managing projects which are awarded to the university; and the Office of Technology Commercialization, which ensures intellectual property rights through patents or copyrights, negotiates and executes licensing agreements and assists in the formation of start-up businesses that use university technology to benefit the state and local economy.

The Vice President for Information Technology is the chief information officer and head of the [Division of Information Technology](#), which plans, develops, supports, and maintains computing, networking, and telecommunications services for the university.

The Vice President and General Counsel is the chief legal officer for the university, serving as the attorney for the President and the institution's principal administrators, advising them on the intersection of law, policy and management. The [Office of General Counsel](#) provides legal services and expertise to university administrators, faculty and staff in the performance of their duties. The Office drafts, reviews, and negotiates business instruments, policy documents, procurement and research contracts, employment agreements, leases and conveyances for form and legal sufficiency.

The Vice President for Student Affairs heads the [Division of Student Affairs](#) and oversees student services and programs, including housing, dining, transportation, student activities, recreation, health, wellness, spirituality, student conduct, and career and social development. The office also serves as a general point of contact for students and their families about student life, working with the Student Government Association, the Graduate Student Government, and other groups to enhance the experience of students.

The Vice President for University Relations heads the [Division of University Relations](#) and is President of the University of Maryland College Park Foundation. In addition to the Foundation, the Division includes departments for Corporate and Foundation Relations; Marketing and Communication; Development; and Alumni Affairs.

Senior administrative positions are filled with the advice of search committees that conduct national searches and evaluate both internal and external candidates. Searches routinely seek to identify at least two qualified applicants, with the final selection carried out by the supervising administrative officer. Provision for support staff and technology is provided within the budget of each component office, and sufficiency of funding is reevaluated on an annual basis (or more often if necessary).

As mandated by policies for periodic review ([I-6.00\(B\)](#) and [I-6.00\(C\)](#)), academic leadership positions are usually appointed for five year terms, with a review normally conducted in the fourth year to determine whether the individual has been effective in leading their unit and if they are making satisfactory progress toward the programs' and the institution's goals. These reviews involve broad participation from students, staff, faculty, and external stakeholders; with confidential surveys of faculty, staff, and students and in-person interviews of groups of stakeholders including immediate direct reports. Reappointment is approved only when the final review is submitted with a recommendation that the executive continue for another term.

The University of Maryland has a strong tradition of shared governance, with a combined University Senate that has representation from diverse elements of the campus community. The primary function of the Senate, as identified in the university's [Plan of Organization for Shared Governance](#), is to advise the President on campus policy matters and other issues of concern, including but not limited to education, budget, personnel, campus community, long-range plans, facilities, and faculty, staff and student affairs.

The University Senate is composed of peer-elected faculty, staff, and students, as well as appointed administrators who serve *ex officio*. Its [Bylaws](#) specify membership categories,

standing committees and councils, rules of engagement during meetings, and roles and responsibilities of the Executive Committee and the Senate Staff. In 2015, the Senate completed a review and revision of its bylaws and the university's Plan of Organization for Shared Governance, which resulted in revised membership categories that are more inclusive of professional track faculty and reflect current populations at the university. The current composition of the Senate is 53% tenured/tenure-track faculty, 16% professional track faculty, 12% staff (including both exempt and non-exempt staff), 14% undergraduate students, and 5% graduate students. The Senate's Executive Committee meets regularly with the President and his cabinet to discuss all matters of interest to the campus community. Standing committees and councils made up of volunteers from the campus community are supported and coordinated by the staff of the Senate Office.

There are also stand-alone representative bodies for the student community. The [Student Government Association](#) (SGA) serves as the representative body for all undergraduate students at the university. The SGA advises the President and the Senate on issues of concern to undergraduate students, including the allocation of the undergraduate student activities fee. The [Graduate Student Government](#) (GSG) serves as the representative body for all graduate students at the University. GSG advises the President and the Senate on issues of concern to graduate students, including the allocation of the graduate student activities fee.

As with many institutions, the University of Maryland has experienced a decades-long shift toward increasing reliance on faculty outside of the traditional tenure track for both the research and instructional missions. Policies and procedures for compensation for professional track faculty are not as well defined as they are for tenure-track faculty, and have not been benchmarked against the University System of Maryland's policy on salary objectives (II-1.21). Compensation for part-time faculty varies widely. The resources required to improve salaries are substantial and have not been identified.

To better ensure that such faculty have clear prospects for advancement, as well as to increase their opportunities for participation in shared governance, the Senate voted in 2015 to establish the category of Professional Track Faculty (PTK), as distinct from tenured/tenure-track faculty. This consolidated many of the formerly diverse and unclear titles in instruction and research, and created a tiered system of professional track faculty titles to allow for career advancement based on performance. The Senate also voted in 2015 to establish new titles for postdoctoral scholars, and to ensure that these titles are used appropriately for short-term postdoctoral training. The Senate Faculty Affairs Committee, in collaboration with the Provost's Office of Faculty Affairs, continues to review and improve policies, procedures, and participation in university shared governance for professional track faculty (see Standard II for more discussion) [**contributes to recommendation #4**].

The university's Plan of Organization for Shared Governance calls for each school, college, department, institute, and other constituent unit to have its own plan of organization, and for there to be representative bodies for faculty, staff, and students within.

While the university's policies and procedures for shared governance are well-documented, robust, and regularly assessed, the decentralized operations of the campus results in a tendency for individual units to remain insular, with relatively little communication between faculty, staff, and others in different units. This may stem in part from the location of the campus within a large metropolitan area, with members of the campus community often living some considerable

travel-time away from campus. Several initiatives have been discussed to try to improve communication and increase opportunities for informal gatherings. Addressing this need is part of the discussion of development in the Innovation District in the city of College Park (see Standard VI).

Normally, academic units (departments and institutes) undergo review on a 7-year cycle. Assessment data are collected with the assistance of the Office of Institutional Research, Planning, and Assessment. Department and program reviews are conducted by the College and reported to the Provost. The academic program portions of those reviews are also reported to the Board of Regents. There are no formal policies or procedures for regular review of administrative units. Ad-hoc reviews take place on a regular basis, often triggered by changes in leadership, by changes in budget, or by a recognized need for changes in structure or staffing. Several recent examples can be cited. The offices of Admissions and of Financial Aid were merged into a single unit, with reduced staffing and a single reporting structure to an Associate Vice President for Enrollment Management. This has resulted in a more efficient operation that provides a coherent and coordinated process for recruiting and admitting students with financial need. The Office of Contract and Grant Accounting, which provides post-award support for sponsored research programs, was moved from the Division of Finance and Administration to the Division of Research, where pre-award support and proposal submissions are managed. This merger provides greater efficiencies and synergy and provides a streamlined operation for the convenience of faculty and staff. The university's federal and state operations offices, previously separate and autonomous, have been merged into one office for the purpose of eliminating redundancy, leveraging expertise, and enhancing effectiveness. Furthermore, most administrative units have strategic plans in place, and these help to inform the annual performance review process for unit head and guide the activities and progress of the unit as a whole.

In spring 2016, President's office launched a [Thriving Workplace Initiative](#), the purpose of which is to create a culture of engagement and professional development for all employees on campus. This initiative, supported by the outside consultant firm Gallup, began with an employee engagement survey, and will continue throughout AY2016-17 with support from the Center for Leadership and Organizational Change, a university-supported leadership consulting group. Recommendations have yet to emerge, but a more structured process for reviewing administrative units may be one.

Criterion 5: Periodic assessment of the effectiveness of governance, leadership, and administration

The [Board of Regents Policy VII-5.01](#) establishes the normal expectation that an in-depth review of the President will occur after a period of approximately five years. President Loh was reviewed during AY2015-2016. The five-year review is expected to highlight major accomplishments, offer constructive suggestions as to areas where improvement in performance could occur, and provide guidance about the continuation of a president's service. President Loh shared his [five-year report](#) with the university community in early February, 2016. The Chancellor also conducts an annual performance review of the President that includes goals and priorities set for each academic year. All vice presidents, deans, and other executive-level members of the administration are expected to contribute to this annual performance review.

The university's Plan of Organization for Shared Governance calls for review of all unit plans of organization on a decadal cycle, with provision for out-of-cycle as necessary. It also calls for its own review at least every ten years by a committee composed of faculty, staff, and students elected by the Senate. The Senate Executive Committee may institute a review of the university's Plan of Organization for Shared Governance in the fifth or subsequent year following a review if in its judgment there have been changes in the university significant enough to justify a review. Revisions to the Plan of Organization require a majority vote of the Senate followed by an institution-wide referendum, with passage requiring a majority vote of two of the three core constituencies (faculty, students, and staff). Its most recent revision was ratified in March 2015. The revisions include expanded representation for professional track faculty, the addition of the Director of Athletics as a non-voting ex-officio member, and a clarification of the roles and responsibilities of various members of the campus community with respect to shared governance. Throughout AY2014-15, the chair-elect of the Senate conducted a series of informal interviews across campus that increased communication between the administration and the Senate and between the Senate and its constituents.

Concluding Remarks and Summary of Recommendations

In preparing this Self-Study Report, the seven working groups carried out a comprehensive review of the university’s documents, policies, procedures, and informal practices to evaluate whether the university meets the criteria for accreditation. In all cases, the working groups concluded that the criteria have been met. The working groups also identified a number of areas for improvement. The eleven recommendations in table below are themes that emerged from the working group reports, particularly those that either cut across multiple standards or those that, if pursued, have the most immediate potential for continued improvement of the university. Each of the recommendations can be found within the relevant standards indicated in the table, in order to highlight the context from which each recommendation has emerged.

Overview of Recommendations emerging from the Self Study

Number	Recommendation	Relevant Standard
1	Develop a “policy on policies and procedures” that explains how policies are created and revised, and that calls for regular reviews of existing policies and procedures. An example of such a policy with the USM is that of Towson University .	II: Ethics and Integrity
2	Improve methods to disseminate and increase awareness of important policies and procedures among all of its constituencies. This includes providing standardized and up-to-date information and resources, such as regarding special needs, specialized programs and differential tuition for majors, to undergraduate and graduate students across the university. It may be particularly helpful to integrate data from central databases (e.g., a single, integrated customer relationship management (CRM) system) so that student-facing websites are automatically updated with curricular changes and other changes to degree requirements.	II: Ethics and Integrity III: Design and Delivery of Student Learning Experience
3	Strengthen the university's efforts to hire and retain underrepresented minority faculty. Although our current policies are firmly grounded in ethics and integrity, the university should continue to move forward with efforts in recruitment and retention of underrepresented minority faculty, if there is to be significant progress. Efforts should include review of existing practices as well as revision of policies.	II: Ethics and Integrity

4	<p>Continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians, and develop strategies to redress salary compression. The policies and procedures for PTK faculty around salary adjustments, workload, professional development, and participation in the university’s shared governance process, lag those for TTK and permanent status faculty and for staff.</p>	<p>II: Ethics and Integrity</p> <p>VII: Governance and Leadership</p>
5	<p>Develop a coordinated approach to assessing the impact of programs and services supporting educational excellence (e.g., TLTC, learning communities, General Education faculty boards, instructional grants), and of current programs and courses designed to help students transition to life at the university (e.g., UNIV 100 courses, new student orientation).</p>	<p>III: Design and Delivery of Student Learning Experience</p> <p>IV: Support of the Student Experience</p>
6	<p>Develop a more intentional and collaborative approach to student success that is inclusive of faculty, advising (colleges), and programs within the Division of Student Affairs (e.g. Counseling Center –learning assistance and disability support services, Health Center, Resident Life). Streamline processes for student advising and support across colleges, including initiatives for career readiness. Update and unify advising technology and resources to create a streamlined and comprehensive advising experience for students and advisors across campus. In addition, an evaluation should be conducted on how students who are not adequately prepared for their educational goals are identified, placed, and supported. Evaluate the utility of data analytics tools to better assess the student experience.</p>	<p>IV: Support of the Student Experience</p>
7	<p>Standardize the university’s data governance practices at the steward, manager, and user level. Work to mitigate procedural differences that could be harmful (including procedures for training understanding of privacy and release of student data, procedures for parent interaction and boundaries around data, medical/health records, procedures for procurement of student data systems (e.g. screening process, legal counsel, etc), and implementation of actual data security practices by users.</p>	<p>IV: Support of the Student Experience</p>

8	<p>Standardize the process of articulating desired learning outcomes, assessing outcomes, and using outcomes to inform program and curriculum changes. Structured template reports could be utilized to establish more consistency across units. The university should provide increased support (e.g., workshops, resources, faculty learning communities) to faculty in assessment of student learning outcomes. We recommend that the Graduate School develop a plan for how to assess graduate student learning outcomes at the campus level and guidance on how to assess these at the program level.</p>	<p>III: Design and Delivery of Student Learning Experience</p> <p>V: Educational Effectiveness Assessment</p>
9	<p>Strengthen the university’s commitment to the practice of appropriately allocating resources, so that units and divisions can operate effectively and are able to align themselves with the institution's mission and strategic goals.</p>	<p>VI: Planning, Resources, and Institutional Improvement</p>
10	<p>Complete the analysis of the recommendations to identify new revenues and efficiencies and implement those that are deemed feasible. This should include a review of revenue allocation policies and practices so that revenues and expenses will be equitably and transparently aligned at the central and programmatic levels.</p>	<p>VI: Planning, Resources, and Institutional Improvement</p>
11	<p>Develop a robust, centralized budget model that facilitates transparent resource allocation, accurate multi-year projections, and data driven decisions consistent with the university’s strategic goals and mission. This should include developing a strategy to identify resources, over multiple years, to invest in IT infrastructure and to maintain aging buildings. The university should develop more training for staff which is focused on high level use of financial and administrative systems. The university must continue efforts to improve data structures and make the data accessible, to facilitate the use of a “business intelligence” tool, and to support other efforts to implement financial, administrative, and academic improvements.</p>	<p>VI: Planning, Resources, and Institutional Improvement</p>

Steering Committee membership and Working Group Organization

Steering/Organizing Committee

- Betsy Beise, Prof. Physics, Associate Provost for Academic Planning & Programs (co-chair)
- Sharon La Voy, Assistant Vice President, Institutional Research, Planning & Assessment (co-chair)
- Rebecca Ratner, Prof. Marketing, Assistant Dean, R.H. Smith School of Business (co-chair)
- Mary Ann Rankin, Prof. Biology, Senior Vice President & Provost
- Alex Triantis, Prof. and Dean, Robert H. Smith School of Business [Area 1 Chair (Standards I and VI)]
- Lucy Dalglish, Prof. and Dean, Phillip Merrill College of Journalism [Area 2 Chair (Standards II and VII)]
- Ben Bederson, Prof. Computer Science, Associate Provost for Learning Initiatives [Area 3 Chair (Standards III and V)]
- Linda Clement, Vice President for Student Affairs [Area 4 Chair (Standard IV)]
- Gary Attman, University System of Maryland (USM) Regent, and President of FutureCare Health and Management Corporation
- Nicole Pollard, Alumni Association Representative
- Donald Webster, Marine Science Agent, 2014-2015 Chair of the University Senate
- Bill Cohen, Prof. English, Associate Provost and Dean for Undergraduate Studies
- Chuck Caramello, Prof. English, (former) Associate Provost and Dean of the Graduate School
- Mike Colson, Committee Staff
- Lynn Mullineaux, Committee Staff

Standard I: Mission and Goals

- Mary Ann Rankin, Prof. Biology, Senior Vice President & Provost (chair)
- Bill Cohen, Prof. English, Associate Provost and Dean for Undergraduate Studies
- Eric Denna, Vice President and CIO, Division of Information Technology
- Adrienne Hamcke-Wicker, Associate Director, Center for Leadership and Organizational Change
- Angus Murphy, Prof. and Chair, Plant Sciences and Landscape Architecture
- Robert Orr, Prof. and Dean, School of Public Policy
- Jenny Preece, Prof. and (former) Dean, School of Information Studies (the iSchool)
- Kumea Shorter-Gooden, Associate Vice President and Chief Diversity Officer, Office of Diversity and Inclusion

Standard II: Ethics and Integrity

- Steve Marcus, Prof. Electrical and Computer Engineering, (former) Interim Associate Provost for Faculty Affairs (chair)
- Jude Cassidy, Prof. Psychology
- Adrian Cornelius, University Registrar

- Andrea Goltz, Coordinator, Office of Faculty Affairs
- Andrea Goodwin, Director, Office of Student Conduct
- Diane Krejsa, Deputy Chief Counsel and Chief of Staff, Office of General Counsel
- Marc Pound, Senior Research Scientist, Astronomy
- Blakely Pomietto, (former) Chief of Staff, School of Public Health
- Juan Uriagereka, Professor of Linguistics
- Daryle Williams, Professor, History, Associate Dean, College of Arts and Humanities

Standard III: Design & Delivery of the Student Learning Experience

- Steve Roth, Professor of Kinesiology, Interim Director of the Maryland Institute for Applied Environmental Health (chair)
- Michelle Appel, Director of Enrollment Policy and Planning, IRPA
- Ralph Bauer, Professor, English
- Alex Chen, Associate Professor, Urban Studies and Planning, Associate Dean of the Graduate School
- Mike Colson, Senior Coordinator for Academic Programs
- Jay Kaufman, Professor, Geology
- Lisa Kiely, Assistant Dean, Office of Undergraduate Studies
- Allison LaFave, Graduate Student in Higher Education
- Marcio Oliveira, Assistant Vice President for Academic Technology & Innovation
- Katherine Russell, Associate Dean for Undergraduate Studies, College of Behavioral and Social Sciences
- Chuck Wilson, Associate Vice President for Records, Registration and Extended Studies

Standard IV: Support of the Student Experience

- John Zacker, Associate Vice President for Student Affairs (chair)
- Kelley Bishop, Director of the University Career Center
- Audran Downing, Assistant Dean, College of Arts and Humanities
- Barbara Gill, Associate Vice President for Enrollment Management
- Dave Eubanks, Associate Director, College Park Scholars
- Victor Mullins, Associate Dean, Robert H. Smith School of Business
- Cindy Stevens, Associate Professor, Business, Associate Dean, Office of Undergraduate Studies
- Wayne Taliaferro, (former) Research & Policy Analyst, IRPA
- Gary White, Associate Dean of the University Libraries

Standard V: Educational Effectiveness Assessment

- Ann Smith, Assistant Dean, Office of Undergraduate Studies (chair)
- Emily Foley, Research and Assessment Analyst, IRPA
- Chris Harvey, Lecturer, Philip Merrill College of Journalism
- Jeffrey Herrmann, Professor, Mechanical Engineering
- Sandra Loughlin, Associate Research Scholar, Robert H. Smith School of Business
- Jeffrey Lucas, Professor, Sociology
- Joann Prosser, Director of Assessment and Research, Resident Life

- Scott Roberts, Director of Instructional Excellence & Innovation, Teaching and Learning Transformation Center
- Mark Shayman, Professor, Electrical and Computer Engineering, Associate Dean of the Graduate School

Standard VI: Planning, Resources, and Institutional Improvement

- Cindi Hale, Associate Vice President for Personnel and Budget (chair)
- Denise Clark, Associate Vice President for Research Administration, Office of Research
- Jeff Franke, Assistant Dean and Chief of Staff, The Graduate School
- Bill Idsardi, Professor and Chair, Linguistics
- Warren Kelley, Assistant Vice President for Student Affairs
- Mike Passarella-George, Assistant Director, Enrollment Policy and Planning, IRPA
- Bob Reuning, Associate Vice President, Facilities Management
- Doug Roberts, Associate Professor, Physics, Associate Dean for General Education, Office of Undergraduate Studies

Standard VII: Governance, Leadership, and Administration

- Charles Delwiche, Professor, Cell Biology and Molecular Genetics (chair)
- Willie Brown, 2015-2016 Chair of the University Senate, Director of Office Automation, Division of IT
- Stephanie Dolamore, (former) Research and Assessment Analyst, IRPA
- Steve Fetter, Professor, Public Policy, Associate Provost for Academic Affairs
- Sarah Oates, Professor, Journalism
- Laura Stapleton, Associate Professor, Human Development and Quantitative Methodology
- Lindsey Templeton, Graduate Student in Higher Education
- Kanitta Tonggarwee, Assistant to the President
- Cynthia Trombley Allen, Assistant Director for Learning & Talent Development, University Human Relations

Documents and Appendices

Documents and Appendices for Standard I: Mission and Goals

Appendix I.1 – Document List

- a) Annotated Code of Maryland Section 11.302 (Mission Statements) [Section 11.302 of the Annotated Code of Maryland](#)
- b) Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf
- c) University System of Maryland Strategic Plan <http://www.usmd.edu/10yrplan/USM2020.pdf>
- d) Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland 2008 <http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf>
- e) Equal to the Best: 2016 Strategic Plan Update of the University of Maryland http://www.provost.umd.edu/sp15/public/15-16-26_Presidential_Approval.pdf
- f) 2009-2011 Strategic Plan Implementation documentation: see <http://www.provost.umd.edu/implement.cfm>
- g) Transforming Maryland: Expectations for Excellence in Diversity and Inclusion http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf
- h) Transforming General Education at the University of Maryland <http://www.provost.umd.edu/GenEdReport/GenEdPublic-Dec2010.pdf>
- i) Promoting Innovation: The University of Maryland IT Strategic Plan Website https://it.umd.edu/sites/divisionofit.umd.edu/files/StratPlan_final0213.pdf
- j) Report of the President's Commission on UMD and Big Ten/CIC Integration http://president.umd.edu/sites/president.umd.edu/files/documents/Commission_on_UMD_Big_Ten_CIC_Integration_Final_report.pdf
- k) University of Maryland Extension Strategic Plan 2014-2019 extension.umd.edu/sites/default/files/_docs/programs/IMPACT/UNIVERSITY_OF_MARYLAND_EXTENSION_STRATEGIC_PLAN_2014-2019.pdf
- l) Senate Bill 1052: University of Maryland Strategic Partnership Act of 2016 [Senate Bill 1052](#)
- m) University of Maryland Mission and Goals Statement www.provost.umd.edu/Documents/UMCP-Mission-Statement-Final-2015.pdf

Appendix I.2 – Relevant Campus Websites

- a) University of Maryland Mpowering the State Website <http://mpower.maryland.edu/>
- b) University of Maryland Extension <http://extension.umd.edu/>
- c) University of Maryland School of Public Health <http://sph.umd.edu/content/about-us>

Appendix I.3 – Other References

- a) Maryland Higher Education Commission (MHEC) Commission Responsibilities <http://mhec.maryland.gov/About/Pages/commission.aspx>
- b) Center for Health-related Informatics and Bioimaging <https://chib.umd.edu/>
- c) Institute for Bioscience and Biotechnology Research <https://www.ibbr.umd.edu/>
- d) The Phillips Collection <http://www.phillipscollection.org/>

Documents and Appendices for Standard II: Ethics and Integrity

Appendix II.1 – Document List

- a) Freedom of Expression: Policy and the Law Pamphlet
www.president.umd.edu/policies/docs/foe.pdf
- b) UMD Policy on the Acceptable Use of Information Technology Resources
<http://it.umd.edu/aup>
- c) UMD Policy on Intellectual Property
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/IV-320A.pdf>
- d) UMD Code of Academic Integrity
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>
- e) UMD Code of Student Conduct
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-100B.pdf>
- f) UMD Policy on Diversity in Educational Programs
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf>
- g) UMD Non-Discrimination Policy and Procedures
http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VI-1.00B_2.pdf
- h) UMD Disability & Accessibility Policy and Procedures
http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VI-1.00D_3.pdf
- i) UMD Sexual Misconduct Policy & Procedures
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/Sexual%20Misconduct%20Policy%20%26%20Procedures%20A-C%2013May2016.pdf>
- j) Transforming Maryland: Expectations for Excellence in Diversity and Inclusion. The Strategic Plan for Diversity at the University of Maryland
http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf
- k) UMD Guidelines for Appointment, Promotion and Tenure (APT)
<https://www.faculty.umd.edu/policies/documents/APTManual.pdf>
- l) UMD Policy on Appointment, Promotion, and Tenure of Faculty
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-100A.pdf>
- m) List of recent changes to APT Policy and Procedures
<https://faculty.umd.edu/policies/changes.html>
- n) UMD Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure
<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/V-1.00A.pdf>
- o) UMD Policies and Procedures Governing Faculty Grievances
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-400a.pdf>
- p) USM Policy on Grievances for Exempt and Nonexempt Staff Employees
<http://www.usmd.edu/regents/bylaws/SectionVII/VII800.html>
- q) Graduate Catalog: Grievance Procedures for Graduate Assistants
<http://apps.gradschool.umd.edu/Catalog/policy.php?assistantship-policies>

- r) UMD Policy and Procedures for Review of Alleged Arbitrary and Capricious Grading- Undergraduate Students
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-120B.pdf>
- s) UMD Graduate Policies and Procedures for Review of Alleged Arbitrary and Capricious Grading <http://www.president.umd.edu/policies/2014-iii-120a.html>
- t) UMD Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures <http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VII-1100A.pdf>
- u) UMD Policy on Conflict of Interest and Conflict of Commitment
<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310A.pdf>
- v) UMD Procedures on Conflict of Interest and Conflict of Commitment
<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310B.pdf>
- w) Principles of Ethical and Responsible Conduct <http://www.responsibleconduct.umd.edu/>
- x) Procedures and Guidelines for Conducting Searches at the University of Maryland
<http://www.president.umd.edu/EqCo/docs/Guidelines.pdf>
- y) Approved Substantive Changes to the University Search and Selection Guidelines
http://umd.edu/commissions/EqCo/docs/Substantive_Changes.pdf
- z) UMD Policy on Full-time and Part-time Professional Track Instructional Faculty
<http://www.president.umd.edu/sites/president.umd.edu/files/II-100F.pdf>
- aa) UMD Policy on Appointment, Promotion, and Permanent Status of Library Faculty
<http://www.president.umd.edu/sites/president.umd.edu/files/II-100B.pdf>
- bb) UMD Policy on Periodic Evaluation of Faculty Performance
<http://www.president.umd.edu/administration/policies/section-ii-faculty/ii-120a>
- cc) Guidelines for Implementing the Current Post-Tenure Faculty Evaluation Policy
<https://faculty.umd.edu/policies/documents/PTRGuidelines0414.pdf>
- dd) UMD Policy on Undergraduate Admissions
<http://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-400>
- ee) UMD Graduate Admission Policy <http://www.president.umd.edu/policies/2014-iii-400c.html>
- ff) USM Policy on Student Classification for Admission and Tuition Purposes
<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-270.pdf>
- gg) USM Policy on Tuition
<http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII201.html>
- hh) USM Policy on Institutional Student Financial Aid for Undergraduate Students
<http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII241.html>
- ii) USM Policy on Tuition Fellowships for Graduate Students
<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-260.pdf>
- jj) USM Policy on Waiver of Application Fees
<http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII280.html>
- kk) Code of Academic Integrity Changes (University Senate Legislation)
http://senate.umd.edu/meetings/materials/2014to2015/110514/SCC_Academic_Integrity_13-14-26.pdf
- ll) Expansion of Promoting Responsible Action in Medical Emergencies (University Senate Legislation)
senate.umd.edu/meetings/materials/2012to2013/021413/SCC_RAP_Expansion_11-12-22.pdf

- mm) Revision of the University of Maryland Undergraduate Student Grievance Procedure (University Senate Legislation)
http://senate.umd.edu/meetings/materials/2015to2016/042016/Ed_Affairs_Grievance_Procedure_14-15-22_spring2016.pdf

Appendix II.2: Sample survey questions for a review of academic dean

FACULTY SURVEY QUESTIONS

FACULTY AFFAIRS

Likert-Scale Responses -- From Very Good to Very Poor, and No Opinion

LEADERSHIP

1. The Dean's creation and communication of a vision for the College.
2. The Dean's effectiveness in fostering excellence in undergraduate and graduate education.
3. The Dean's effectiveness in fostering high quality teaching in the College.
4. The Dean's effectiveness in fostering mentoring, advising, and other academic support in the College.
5. The Dean's effectiveness in fostering high quality research and scholarship in the College.

CAMPUS CITIZENSHIP

6. The Dean's fostering of an inclusive environment for individuals, regardless of gender, race or ethnicity, sexual orientation, ability, socio-economic status, or discipline.
7. The Dean's promotion of free and open expression of ideas.
8. The Dean's engagement as a campus citizen.
9. The Dean's effectiveness in recruiting and retaining faculty, especially women and underrepresented minorities.

HUMAN RESOURCES MANAGEMENT

10. The Dean's encouragement and support of creativity and innovation by the faculty.
11. The Dean's fairness in treatment of faculty.
12. The Dean's recognition of faculty achievements.
13. The Dean's effectiveness in promoting faculty morale.
14. The Dean's effectiveness in mentoring of faculty.
15. The Dean's inclusion of faculty in developing a vision for the College.

COMMUNICATION

16. The Dean's effectiveness in communicating with faculty.
17. The Dean's engagement in shared governance, such as encouragement of faculty participation in decision-making.
18. The Dean's communication with external private and government constituents.
19. The Dean's relations with external donors.
20. The Dean's interaction with other academic institutions.
21. The Dean's effectiveness in improving the visibility of the College.
22. The Dean's representation of the College to other campus constituencies.

RESPONDING TO WORK DEMANDS

23. The Dean's responsiveness to faculty issues and concerns.
24. The Dean's follow-through on commitments to individuals and groups within the College.
25. The Dean's adaptability to change.
26. The Dean's skill in handling difficult situations.

BUDGETING AND USE OF RESOURCES

27. The Dean's making of budget decisions consistent with the goals of the College.

28. The Dean's effectiveness in negotiating resources for the College.
29. The Dean's effectiveness in fund raising for the College.
30. The Dean's management of financial resources in the College.
31. The Dean's allocation of human and other resources for teaching, advising, and mentoring.
32. The Dean's effectiveness in improving the information technology within the College.
33. The Dean's effectiveness in improving the quality of the facilities and equipment within the College.

FUNCTIONING OF THE OFFICE OF THE DEAN

34. The Dean's oversight of her office and supervision of her staff.
35. The Dean's appointment of effective Assistant and Associate Deans.

SUMMATIVE

36. The overall performance of the Dean.
37. The Dean's performance as champion for the College and its people.

QUESTIONS ABOUT THE DEAN'S OFFICES

38. The effectiveness of development and external relations efforts.
39. The quality of undergraduate and graduate student services.
40. The management of budgeting and personnel responsibilities.
41. The effectiveness of grant administration and support.
42. The performance of College administrative and IT services.
43. The courtesy and respect provided by the Dean's Offices.
44. The responsiveness of the Dean's Offices to faculty needs.
45. The timeliness of services provided by the Dean's Offices.

Text Responses

46. What do you consider to be the areas of strength for the Dean and her Offices?
47. What do you consider to be the areas of weakness for the Dean and her Offices?
48. The Committee is interested in hearing any other comments about the Dean's performance and leadership that you might have.

Affiliation Responses

I am: 1) Tenured or Tenure-Track; 2) Instructional Professional Track; 3) Research Professional Track

The Committee is interested in hearing any other comments about the Dean's performance and leadership that you might have. Please contact _____ if you wish to have a private interview with a committee member external to the College.

Appendix II.3 – Referenced Campus Offices, Committees, and Groups

- a) University Senate Faculty Affairs Committee
<http://senate.umd.edu/committees/facaffairs/index.cfm>
- b) Office of Civil Rights & Sexual Misconduct <http://www.ocrsm.umd.edu/>
- c) Diversity Advisory Council <http://diversity.umd.edu/dac.html>
- d) University Senate Committee on Equity, Diversity, and Inclusion
<http://senate.umd.edu/committees/edi/index.cfm>
- e) ADVANCE Program <https://advance.umd.edu/>
- f) Office of Diversity and Inclusion <http://www.provost.umd.edu/diversity/>
- g) University of Maryland Ombuds Services <https://president.umd.edu/ombuds>
- h) Institutional Review Board <http://www.umresearch.umd.edu/RCO/New/index.html>
- i) Behavior Evaluation and Threat Assessment (BETA) Team
<http://www.studentaffairs.umd.edu/staff-faculty/beta-team>
- j) Office of Undergraduate Admissions <http://www.admissions.umd.edu/>
- k) Office of Student Financial Aid <http://financialaid.umd.edu/>
- l) Office of the Bursar <http://bursar.umd.edu/index.php>

Appendix II.4 – Other References

- a) University Libraries Copyright Guidelines for Course Reserves
<http://www.lib.umd.edu/access/reserves-copyright>
- b) University Libraries Copyright and Publication Information
<http://www.lib.umd.edu/scpa/copyright-and-publication>
- c) University Libraries Author Rights <http://lib.guides.umd.edu/authorrights>
- d) University Libraries: What is Open Access? <http://www.lib.umd.edu/oa/what-is>
- e) CIVICUS Living and Learning Program <http://civicus.umd.edu/>
- f) College of Arts and Humanities College Civility Statement
<https://www.arhu.umd.edu/news/college-civility-statement>
- g) Maryland Dialogues on Diversity & Community <http://umd.edu/MarylandDialogues/>
- h) Institutional Animal Care and Use Committee Regulatory Information
<http://www.umresearch.umd.edu/IACUC/regulatory.html>
- i) AlcoholEdu <http://www.studentaffairs.umd.edu/student-life/alcholedu>
- j) Responsible Conduct Reporting Resources
http://www.responsibleconduct.umd.edu/UMD_Whistleblower_Poster.pdf
- k) University of Maryland College Park Employment Website <https://ejobs.umd.edu/>
- l) Big Ten Academic Alliance <http://www.btaa.org/home>
- m) Faculty Handbook: Faculty Appointment Agreements
<https://faculty.umd.edu/appointment/agreement.html>
- n) Office of Civil Rights and Sexual Misconduct Guidance <http://www.umd.edu/ocrsm/>
- o) Public Relations Society of America (PRSA) Member Code of Ethics
<https://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html>
- p) Statement of Philosophy of Undergraduate Admissions
http://www.admissions.umd.edu/page_documents/Statement_of_Philosophy.pdf
- q) Undergraduate Admission Review Factors
<https://www.admissions.umd.edu/apply/factors.php>
- r) Undergraduate Admissions: Special Audiences
<https://www.admissions.umd.edu/apply/specialaudiences.php>
- s) iGrad <http://www.igrad.com/>
- t) Office of Undergraduate Admissions: Finance <https://www.admissions.umd.edu/finance/>
- u) Office of Student Financial Aid: Yellow Ribbon Program
http://financialaid.umd.edu/osfa/yellow_ribbon_program.php
- v) Towson University Policy Process
<https://inside.towson.edu/generalcampus/tupolicies/process.cfm>

Documents and Appendices for Standard III: Design and Delivery of the Student Learning Experience

Appendix III.1 – Document List

- a) Undergraduate Catalog <http://www.umd.edu/catalog/index.cfm>
- b) Graduate Catalog <http://www.gradschool.umd.edu/catalog/>
- c) About the General Education Program and its Goals <http://gened.umd.edu/about-gened/aboutgened.html>
- d) Programs, Curricula & Courses (PCC) Procedures Manual http://www.provost.umd.edu/PCC_DOCUMENTS/Introduction.htm
- e) PCC Information - Design of Academic Programs Section V: Bachelor's Degrees http://www.provost.umd.edu/PCC_DOCUMENTS/DesignV_Bachelors.htm
- f) UMD Policy on Faculty Merit Pay Distribution http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VII-400A_0.pdf
- g) List of recent changes to APT Policy and Procedures <https://faculty.umd.edu/policies/changes.html>
- h) Guidelines for Implementing the Current Post-Tenure Faculty Evaluation Policy <https://faculty.umd.edu/policies/documents/PTRGuidelines0414.pdf>
- i) Faculty Handbook: Professional Track Faculty @ UMD https://www.faculty.umd.edu/policies/ptk_changes.html
- j) Graduate Catalog: The Graduate Faculty <http://apps.gradschool.umd.edu/Catalog/policy.php?graduate-faculty-policies>
- k) Faculty Handbook: Adjunct Faculty Policy <https://faculty.umd.edu/policies/adjunct.html>
- l) General Education Faculty Boards <http://www.gened.umd.edu/documents/GenEdFacultyBoards.pdf>
- m) General Education Program <http://www.gened.umd.edu/>
- n) Student Academic Success - Degree Completion Policy <http://www.ugst.umd.edu/academicsuccess.html>
- o) Four-Year Plans <http://www.4yearplans.umd.edu/>
- p) Limited Enrollment Programs <http://www.lep.umd.edu/>
- q) Graduate School Academic Progress <http://www.gradschool.umd.edu/students/academic-progress>
- r) General Education Learning Outcomes <http://www.gened.umd.edu/documents/GeneralEducationLearningOutcomes.docx>
- s) General Education Assessment <http://www.gened.umd.edu/for-faculty/faculty-gened-assessment.html>
- t) Learning Outcomes Assessment <https://www.irpa.umd.edu/Assessment/LOA.html>
- u) Graduate Outcomes Assessment <http://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment>
- v) USM Policy for the Establishment and Review of Centers and Institutes in the University of Maryland System <http://www.usmh.usmd.edu/regents/bylaws/SectionIV/IV100.html>
- w) UMD Policy on the Review of Academic Units <http://www.president.umd.edu/policies/2014-i-600a.html>

Appendix III.2 -- Most Important Online Resources for Students

One.umd.edu is a time sensitive campus-wide online resource hub.

Office of the Registrar

- [Testudo](#) is the central student hub for course registration and scheduling.
- [u.achieve](#) (new) & [Degree Navigator](#) (current) – Online degree auditing systems where students and advisors can plan and monitor course-by-course academic program progress.
- [ARTSYS](#) - Online transfer database between all Maryland public institutions
- [Transfer Credit Services](#) & [Pre-Transfer Advising](#) Program

Student Success Office

- Degree requirements for each academic major or program
- Benchmark course requirements and timelines
- [Limited Enrollment Program](#) requirements & gateway courses

Academic Colleges & Academic Affairs

- Required [4-year planning resources & sample 4-year plans](#)
- Contact information for [academic advisors](#)
- [Living and Learning](#) and Other Special Programs
- [An advising hub](#) (for academic advisors)
- [Undergraduate Catalog](#) & [Graduate Catalog](#)
- [Global Maryland](#) & International Education

Student Affairs

- [University Career Center & The President's Promise](#), including [survey](#) results for recently graduated students by college.
- [Resident Life](#)
- [The Stamp](#) & [Org Sync](#)
- [Disability Support Services](#), [Counseling Center](#) & [Health Center](#)

Enrollment Management

- [Office of Undergraduate Admissions](#)
- [Office of Student Financial Aid](#)
- [Campus Counts](#) – including recent and accessible graduation rates and time to degree comparisons.

Appendix III.3 – Referenced Campus Offices, Committees and Groups

- a) Academic Planning Advisory Committee (APAC) <http://www.provost.umd.edu/APAC/>
- b) Vice President's Advisory Committee (VPAC) <http://vpac.umd.edu/>
- c) Provost's Commission on Learning Outcomes Assessment
<http://www.provost.umd.edu/pcloa/index.cfm>
- d) Teaching and Learning Transformation Center <http://tltc.umd.edu/>
- e) Division of Information Technology Academic Technology https://umd.service-now.com/itsc?id=sc_home
- f) Office of Undergraduate Studies www.ugst.umd.edu/
- g) The Graduate School <http://gradschool.umd.edu/>
- h) Student Success Office <http://studentsuccess.umd.edu/>
- i) Office of Institutional Research, Planning, & Assessment <https://www.irpa.umd.edu/>

Appendix III.4 – Other References

- a) College of Behavioral and Social Sciences PCC Committee Charge & Information for 2015-16 [http://bsosundergrad.umd.edu/sites/bsosundergrad.umd.edu/files/BSOS_PCC Committee Memo 150830.pdf](http://bsosundergrad.umd.edu/sites/bsosundergrad.umd.edu/files/BSOS_PCC_Committee_Memo_150830.pdf)
- b) Honors College <http://www.honors.umd.edu/>
- c) Living and Learning Programs - Department of Resident Life <http://reslife.umd.edu/llp/>
- d) College Park Scholars <http://scholars.umd.edu/>
- e) Universities at Shady Grove <http://shadygrove.umd.edu/>
- f) Maryland Center for Undergraduate Research <http://www.ugresearch.umd.edu/>
- g) The First-Year Innovation and Research Experience (FIRE) <http://www.fire.umd.edu/>
- h) Leadership and Community Service-Learning - Division of Student Affairs http://thestamp.umd.edu/leadership_community_service-learning
- i) Orgsync- Student Organizations/Clubs http://orgsync.umd.edu/browse_student_organizations
- j) Education Abroad <http://globalmaryland.umd.edu/offices/education-abroad>
- k) Course Evaluations <https://courseevalum.umd.edu/>
- l) College of Education Post-Tenure Review Policy <http://www.education.umd.edu/SharedGovernance/COEPost-tenurePolicy.pdf>
- m) Student Success Office: Student Academic Success - Degree Completion Policy <http://studentsuccess.umd.edu/studentpolicies/studentacademicsuccess.php>
- n) Division of Information Technology Academic Technology Supported Tools https://umd.service-now.com/itsc?id=sc_home
- o) TERPware <http://terpware.umd.edu/Windows>
- p) Edward St. John Learning and Teaching Center <https://esjcenter.umd.edu/about.html>
- q) Graduate School Opportunities for Success <http://www.gradschool.umd.edu/students/opportunities-success>
- r) Graduate School Student Fellowships & Awards <http://www.gradschool.umd.edu/funding/student-fellowships-awards>
- s) Graduate School External Fellowships <http://www.gradschool.umd.edu/funding/fellowships-awards/external-fellowships>
- t) Online Master of Business Administration R. H. Smith School of Business http://onlinemba.umd.edu/?Access_Code=UMD-MBA-SEO2&utm_source=seo2&utm_medium=referral

Appendix III.5 – Other Sources Evaluated by Review Team

- a) UMD 2012 Periodic Review Report <http://www.provost.umd.edu/MS-PRR-12>
- b) UMD 2007 Accreditation Self-Study <http://www.ms07.umd.edu/>
- c) Approved Academic Programs and Proposals
<http://www.provost.umd.edu/ProgDocs/index.htm>
- d) Approved Minors <http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/127>
- e) Undergraduate Catalog: Geology Program – Capstone Experience Example
<http://umd.edu/catalog/index.cfm/show/content.section/c/1/s/85>
- f) Undergraduate Catalog: Bioengineering Program – Capstone Experience Example
<http://umd.edu/catalog/index.cfm/show/content.section/c/1/s/602>
- g) Undergraduate Catalog: Community Health Program – Capstone Experience Example
<http://umd.edu/catalog/index.cfm/show/content.section/c/1/s/140>
- h) Undergraduate Catalog: Journalism Program – Capstone Experience Example
<http://umd.edu/catalog/index.cfm/show/content.section/c/2/s/1102>
- i) Faculty Affairs Lyterati Website <https://faculty.umd.edu/lyterati/>
- j) UMD Guidelines for Appointment, Promotion and Tenure
<https://www.faculty.umd.edu/policies/documents/APTManual.pdf>
- k) UMD Policy on Appointment, Promotion, and Tenure of Faculty
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-100A.pdf>
- l) Faculty Handbook: Professional Track Instructional Faculty
https://faculty.umd.edu/policies/ntt_overlap.html
- m) Faculty Handbook: Tenure-track and Tenured Faculty Titles
https://faculty.umd.edu/policies/ten_titles.html
- n) UMD Policy on Periodic Evaluation of Faculty Performance
<http://www.president.umd.edu/administration/policies/section-ii-faculty/ii-120a>
- o) Provost's Memo on Implementation of the Post-tenure Review Policy
http://faculty.umd.edu/policies/documents/PTR_Implementation_memo.pdf
- p) Academic Facilities http://www.provost.umd.edu/academic_facilities/index.html
- q) Center for Literary and Comparative Studies (Graduate Student Research Grants)
<https://www.english.umd.edu/academics/clcs>
- r) Center for Historical Studies(Graduate Student Research Grants)
<http://history.umd.edu/historicalstudies>
- s) College of Arts and Humanities Fellowships & Grants
<http://www.arhu.umd.edu/graduate/fellowships>
- t) College of Agriculture and Natural Resources Scholarships
<http://agmr.umd.edu/students/scholarships>
- u) College of Computer, Mathematical, and Natural Sciences Research Opportunities for Students and Postdocs <http://cmns.umd.edu/research/research-opportunities-students-and-postdocs>
- v) A. James Clark School of Engineering Research Opportunities
<http://www.eng.umd.edu/research/opportunities>
- w) School of Public Health Research Resources <http://sph.umd.edu/content/research-resources>
- x) Graduate Catalog: Graduate School Field Committees
<http://apps.gradschool.umd.edu/Catalog/policy.php?field-committee-policies>

- y) Graduate School Writing Initiatives <http://gradschool.umd.edu/students/opportunities-success/writing-initiatives>
- z) Graduate School Faculty and Staff Awards <http://gradschool.umd.edu/funding/faculty-and-staff-awards>

Documents and Appendices for Standard IV: Support of the Student Experience

Appendix IV.1 – Document List

- a) Undergraduate Catalog: Fees, Expenses and Financial Aid
<http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/49>
- b) Graduate Catalog: Financial and Student Support Policies
<http://apps.gradschool.umd.edu/Catalog/policy.php?tuition-and-fees>
- c) Differential Tuition Frequently Asked Questions
https://financialaid.umd.edu/osfa/Differential_Tuition_FAQ.pdf
- d) Office of the Registrar: Academic Regulations
<http://registrar.umd.edu/current/Policies/acadregs.html>
- e) Undergraduate Catalog: Student Academic Success-Degree Completion Policy
<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1582/s/3248>
- f) Undergraduate Catalog <http://www.umd.edu/catalog/index.cfm>
- g) Graduate Catalog <http://www.gradschool.umd.edu/catalog/>
- h) Office of Undergraduate Admissions: Majors
<https://www.admissions.umd.edu/learn/majors.php>
- i) Undergraduate Catalog: Approved Minors
<http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/127>
- j) Undergraduate Catalog: Approved Certificate Programs
<http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/207>
- k) Graduate Catalog: Graduate Programs <http://apps.gradschool.umd.edu/Catalog/public-programs.php>
- l) Limited Enrollment Programs <http://www.lep.umd.edu/>
- m) Four-Year Plans Website <http://www.4yearplans.umd.edu/>
- n) Career Center 2015 Graduation Survey
<http://careers.umd.edu/sites/careers.umd.edu/files/2015%20Graduation%20Survey%20Report.pdf>
- o) The Centennial Vision: Graduate Education at UMD: Research and Professional Practice for a Global Economy
www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/centennial_vision_for_graduate_education_at_umd.pdf
- p) Graduate Catalog Academic Policies: General Policies and the Academic Record
<http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record>
- q) Introduction to Data Management https://umd.service-now.com/itsc/?id=kb_article&article=KB0012359
- r) Athletic Council Charter
http://www.umterps.com/fls/29700/pdf/athleticcouncil/1415_Charter.pdf?DB_OEM_ID=29700
- s) USM Policy on Approval of Procurement Contracts
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-310.pdf>
- t) UMD Procurement Policy <http://www.president.umd.edu/policies/2014-viii310a.html>
- u) UMD Policy and Procedures for Delegated Purchasing Authority
<http://www.president.umd.edu/policies/2014-viii310b.html>

Appendix IV.2 – Institutional Control Document

[Private document](#)

Appendix IV.3 – Supplemental Information on the Support of the Student Experience

Undergraduate Education

Academic Support Resources

Office of Student Success <http://studentsuccess.umd.edu/>

Academic Achievement Programs <http://www.aap.umd.edu/>

Office of Multi-Ethnic Student Education <http://www.omse.umd.edu/>

Center for Minorities in Science and Engineering <http://www.cmse.umd.edu/>

Advising

Undergraduate Catalog: <http://www.umd.edu/catalog/index.cfm>

- Pre-Transfer Advising: “Pre-Transfer Advisors provide advising for students interested in transferring from community colleges as well as four-year schools.”
- Interim Advising Program (IAP): “The Interim Advising Program (IAP) allows students that transfer to Maryland with 60 or more credits, who are interested in a Limited Enrollment Program (LEP), to meet any outstanding requirements towards those majors and apply for admission. IAP students are assigned to a program coordinator who will help them to identify what requirements they have left to complete for their intended LEP as well as help them to select an alternative major.”
- Transitional Advising Program (TAP): “The program provides comprehensive academic advising and academic support services to currently enrolled high credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks or lack of sufficient GPA. TAP helps students identify and achieve their academic goals.”
- Academic Achievement Programs: “Academic Achievement Programs (AAPs) primarily serve educationally disadvantaged, low-income, and first-generation college students. They provide academic support, advising and counseling, skill enhancement, and tutoring for these populations and for students with disabilities.”
- Office of Multi Ethnic Student Education (OMSE): OMSE provides programs and resources that support the academic, personal and professional excellence of students. OMSE offers free tutoring to all students though not guaranteed. Additionally they provide programs and mentoring designed to support underrepresented populations.
- Student Success Office (UG): Services & resources to assist students in completing undergraduate degree, including coordinating reenrollment, centralizing resources for students, advisors & faculty, managing data from exiting students & leading retention initiatives.

Career Guidance

University Career Center: <http://www.careercenter.umd.edu/>

Internships and the University of Maryland: <http://internships.umd.edu>

College and Program Career Offices:

Robert H. Smith School of Business Career Services <http://www.rhsmith.umd.edu/office-career-services>

A. James Clark School of Engineering Co-op & Career Services

<http://www.coop.engr.umd.edu/>

The Reed-Yorke Health Professions Advising Office <http://www.prehealth.umd.edu/>

Letters & Sciences: Pre-Law Advising <http://www.prelaw.umd.edu/>

School of Public Policy Career Services <https://publicpolicy.umd.edu/career-services>

Financial Support

Financial Aid Adele H. Stamp Student Union

http://thestamp.umd.edu/veteran_student_life/financial_aid

Freshmen Connection Program Financial Information

<http://oes.umd.edu/freshmen-connection>

Maryland Incentive Awards <http://um incentiveawards.umd.edu/>

Transfer Students Scholarships

<http://www.financialaid.umd.edu/scholarships/transfer.cfm>

Undocumented Student Financial Aid

http://thestamp.umd.edu/multicultural_involvement_community_advocacy/student_involvement_areas/undocumented_student_involvement/undocumented_next_steps

Legal Aid

Undergraduate Student Legal Aid:

http://thestamp.umd.edu/shops_services/undergraduate_student_legal_aid

Living and Learning Programs

General listing <http://reslife.umd.edu/llp/>

Beyond the Classroom <http://www.beyondtheclassroom.umd.edu/>

BioFIRE Living and Learning Program <http://hhmi.umd.edu/biofire>

Carillon Communities <http://www.carillon.umd.edu/>

CIVICUS Living and Learning Program <http://www.civicus.umd.edu/>

College Park Scholars <https://www.scholars.umd.edu/>

Women in Engineering Program <http://www.wie.umd.edu/>

Global Communities <http://www.globalcommunities.umd.edu/>

Hillman Entrepreneurs <http://www.hillman.umd.edu/>

Honors College <http://www.honors.umd.edu/>

Jiménez-Porter Writers' House <http://www.writershouse.umd.edu/>

Language House <http://lh.languages.umd.edu/>

Virtus/SEEDS <http://www.seeds.umd.edu/programs/virtus>

Orientation

Undergraduate Orientation <http://www.orientation.umd.edu/>

UNIV100 and UNIV101 Course Overview <http://www.orientation.umd.edu/univcourses.html>

UNIV100 and UNIV101 Learning Outcomes and Goals
<http://www.orientation.umd.edu/univgoals.html>

Other Office of Undergraduate Studies Programs

Office of Undergraduate Studies www.ugst.umd.edu

Air Force ROTC <http://www.afrotc.umd.edu/>

Army ROTC <http://www.armyrotc.umd.edu>

Federal Fellows <http://www.federalsemester.umd.edu/>

Global Fellows in Washington, DC <http://www.globalsemesterdc.umd.edu/about-gs.html>

Individual Studies Program <http://www.ivsp.umd.edu/>

Office of Letters and Sciences <http://www.ltsc.umd.edu/>

Naval ROTC <http://www.navalrotc.umd.edu/>

Pre-College Programs <http://www.precollege.umd.edu/>

Student Government

Student Government Association <http://www.umdsga.com/>

Student Organization Resource Center - Fee Allocation Process
http://www.sga.umd.edu/studentgroups/current_groups.html

Transfer

Transfer Admission

Transfer Admission in Undergraduate Admissions

https://www.admissions.umd.edu/page_documents/TransferAdmission.pdf

Transfer Applicant Requirements

<https://www.admissions.umd.edu/requirements/TransferStudents.php>

Maryland Transfer Advantage Program

<https://www.admissions.umd.edu/requirements/MarylandTransferAdvantageProgram.php>

Code of Maryland Regulation 13B.06.01.02-1 Admission of Transfer Students to Public Institutions

<http://www.dsd.state.md.us/comar/comarhtml/13b/13b.06.01.02-1.htm>

ARTSYS Articulation System for Maryland Colleges and Universities

<http://www.artsys.usmd.edu/>

Transfer Advising

Transfer Credit Center <http://www.transfercredit.umd.edu/>

Pre-Transfer Advising <http://www.transferadvising.umd.edu/>

Transfer Course Database <https://ntst.umd.edu/tce>

Transfer Course Evaluation Process <http://www.transfercredit.umd.edu/tceval.html>

Undergraduate Catalog Transfer Credit Information

<http://www.umd.edu/catalog/index.cfm/show/content.division/c/27/ss/3442>

Transfer Credit for Prior Learning

Undergraduate Catalog Prior Learning Credit

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/s/2582>

UMD Policy and Procedures for Prior Learning

<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/2015-III-141A.pdf>

Prior Learning Credit Information (Includes Advanced Placement, International Baccalaureate, Advanced Level/Advanced Subsidiary Level, College Level Examination Program, Basic Military Training, Departmental Proficiency Exams, and Non-Traditional Experiences)

www.transfercredit.umd.edu/plc.html

Graduate Education

Advising

The Graduate School <http://gradschool.umd.edu/>

Graduate School Catalog <http://apps.gradschool.umd.edu/catalog/>

Graduate School Forms <http://www.gradschool.umd.edu/forms>

Graduate Student Life Handbook <http://thestamp.umd.edu/GH>

Graduate Students Resources <http://www.gradschool.umd.edu/students>

Career Guidance

Graduate School—Alternative Careers after PhD

<http://gradschool.umd.edu/students/opportunities-success/multiple-career-paths/versatile-phd>

Student Government

Graduate Student Government: <http://umd.orgsync.com/org/gsg/>

Legal Aid

Graduate Student Legal Aid <http://umddepartments.orgsync.com/org/gradlegalaid/home>

Orientation

New Graduate Student Orientation: <http://www.gradschool.umd.edu/newsroom/586>

New Graduate Student Checklist: <http://www.gradschool.umd.edu/admissions/application-process/after-you-are-admitted/checklist-new-students>

Ombuds Office

Ombuds Office: <http://www.gradschool.umd.edu/about-us/ombuds-office>

Policies

Admission Policies <http://apps.gradschool.umd.edu/Catalog/policy.php?admissions-policies>

Financial and Student Support http://apps.gradschool.umd.edu/catalog/financial_policies.htm

Registration Policies <http://apps.gradschool.umd.edu/Catalog/policy.php?registration-policies>

Teaching Assistants

New Teacher Orientation

http://tltc.umd.edu/sites/tltc.umd.edu/files/grad_orientation_program_2015.pdf

Writing Support

Writing Initiatives <http://www.gradschool.umd.edu/students/opportunities-success/writing-initiatives>

Writing Workshops <http://www.gradschool.umd.edu/graduate-school-writing-center/workshops>

General

Academic Units

Colleges and Schools: <http://www.umd.edu/directories/colleges.cfm>

Academy for Innovation & Entrepreneurship

Academy for Innovation & Entrepreneurship: <http://innovation.umd.edu/>

Resources/spaces: <http://innovation.umd.edu/learn/>

Athletics

Athletics-Academic Support and Career Services (ASCDU)

http://www.umterps.com/ViewArticle.dbml?DB_OEM_ID=29700&ATCLID=208131539

Department of Intercollegiate Athletics <http://www.umterps.com/>

Student-Athlete Handbook

http://www.umterps.com/fls/29700/pdf/StudentAthleteHandbook.pdf?DB_OEM_ID=29700.

The Maryland Way: Department of Intercollegiate Athletics Strategic Plan 2012-2017

http://www.umterps.com/fls/29700/site_files/The_Maryland_Way_2014/main.swf?DB_OEM_ID=29700&DB_OEM_ID=29700

Counseling Center

Counseling Center (site under construction) <http://counseling.umd.edu/>

Learning Assistance Services <http://counseling.umd.edu/LAS/>

Disability Support Services <http://counseling.umd.edu/DSS/>

Data Sharing and Release of Information

Access to Person Related Data in the University Directory

http://it.umd.edu/sites/it.umd.edu/files/dataadmin/Documentation/Directory_Access_Person_Data.pdf

Office of the Registrar: Student Privacy (FERPA Explained)

<http://www.registrar.umd.edu/current/Policies/FERPA.html>

Undergraduate Catalog: Policy on disclosure of student education records

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/945>

Undergraduate Catalog: Policy on the collection, use, and protection of ID numbers

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/1002>

Institutional Review Board <http://www.umresearch.umd.edu/RCO/New/>

USM Policy on Student Social Media Privacy

<http://www.usmh.usmd.edu/regents/bylaws/SectionV/V120.pdf>

Diversity and Inclusion

Nyumburu Cultural Center <http://www.nyumburu.umd.edu/>

Office of Diversity and Inclusion <http://www.diversity.umd.edu/>

LGBT Equity Center <http://www.umd.edu/lgbt/>

Office of Multi-Ethnic Student Education (OMSE) <http://www.omse.umd.edu/>

Maryland Incentive Awards Program <http://www.umincentiveawards.umd.edu/>

Multicultural Involvements and Community Advocacy Office (MICA)

http://thestamp.umd.edu/multicultural_involvement_community_advocacy

Information Technology

Compliance and Standards (USM) <http://it.umd.edu/security/Compliance/index.html>

Data Policy <http://it.umd.edu/dataadmin/DataPolicies.html>

Division of IT Strategic Plan January 2013

http://it.umd.edu/sites/it.umd.edu/files/ITstrategy/documents/StratPlan_final0213.pdf

Division of IT Strategic Plan Spring 2014 Update

<http://it.umd.edu/sites/it.umd.edu/files/ITstrategy/documents/StratPlanUpdates0414short.pdf>

Information Technology Security <http://it.umd.edu/security>

Introduction to Data Management [https://umd.service-](https://umd.service-now.com/itsc/?id=kb_article&article=KB0012359)

[now.com/itsc/?id=kb_article&article=KB0012359](https://umd.service-now.com/itsc/?id=kb_article&article=KB0012359)

Office of Data Administration (manages the storage, security, and accessibility of campus data/data infrastructure) [https://umd.service-](https://umd.service-now.com/itsc/?id=service&service=4f1aee7f37ae228041271f9543990ece)

[now.com/itsc/?id=service&service=4f1aee7f37ae228041271f9543990ece](https://umd.service-now.com/itsc/?id=service&service=4f1aee7f37ae228041271f9543990ece)

Resources for Students <http://it.umd.edu/node/12316>

User Administrative Rights <http://it.umd.edu/node/12431>

International Students

International Student & Scholar Services: Undergraduate Admissions

<http://globalmaryland.umd.edu/offices/international-students-scholar-services/undergraduate-admissions>

International Student and Scholar Services

(ISSS) <http://globalmaryland.umd.edu/offices/international-students-scholar-services/about-iss>

International Student Financial Information

http://www.financialaid.umd.edu/osfa/for_international.php

Office of the Bursar: International Payments <http://bursar.umd.edu/International.php>

Legal Aid

Student Legal Aid Office <http://umddepartments.orgsync.com/org/studentlegalaid/home>

Registration

Testudo: <http://www.testudo.umd.edu/>

Unofficial Transcript: <http://www.testudo.umd.edu/uotrans/>

Student Organizations

Student Organization Resource Center

http://thestamp.umd.edu/student_org_resource_center_sorc

OrgSync <http://orgsync.umd.edu/>

Tutoring

<http://tutoring.umd.edu>

University Libraries

2015 Annual Report <http://issuu.com/umdlibraries/docs/umdlibraries2015annualreport>

Research Commons <http://www.lib.umd.edu/rc>

University Libraries home <http://www.lib.umd.edu/>

University Libraries: Our Mission <http://www.lib.umd.edu/about/deans-office/mission>

Veterans

Office of Student Financial Aid: Yellow Ribbon Program

http://financialaid.umd.edu/osfa/yellow_ribbon_program.php

Veterans Scholarships <http://www.financialaid.umd.edu/scholarships/veterans.cfm>

Veteran Benefits <http://registrar.umd.edu/veteran-benefits.html>

Veteran Student Life http://thestamp.umd.edu/veteran_student_life/umd_scholarships

Appendix IV.4 – Referenced Campus Offices, Committees and Groups

- a) Office of Student Financial Aid <http://financialaid.umd.edu/>
- b) Office of the Bursar <http://bursar.umd.edu/index.php>
- c) Student Success Office <http://studentsuccess.umd.edu/>
- d) New Student Orientation Office <http://www.orientation.umd.edu/>
- e) Office of Undergraduate Studies www.ugst.umd.edu/
- f) Office of the Registrar <http://registrar.umd.edu/>
- g) Office of Undergraduate Admissions <http://www.admissions.umd.edu/>
- h) Counseling Center www.counseling.umd.edu/
- i) The Graduate School <http://gradschool.umd.edu/>
- j) Disability Support Service <http://counseling.umd.edu/DSS/>
- k) Learning Assistance Services <http://www.counseling.umd.edu/LAS/>
- l) University Career Center & The President's Promise <http://careers.umd.edu/>
- m) Transfer Credit Services <http://www.transfercredit.umd.edu/>
- n) Office of Data Administration <http://it.umd.edu/security/DataAdmin/index.html>
- o) [Department of Resident Life](http://reslife.umd.edu/) <http://reslife.umd.edu/>
- p) University Health Center <http://health.umd.edu/>

Appendix IV.5 – Other References

- a) Pre-College Programs <http://www.precollege.umd.edu/overview-precollge.html>
- b) Pre-Transfer Advising: Academic Advising Information
<http://www.transferadvising.umd.edu/admitted/academicadvising.php>
- c) Academic Achievement Programs <http://www.aap.umd.edu/>
- d) UNIV100 and UNIV101 Course Overview
<http://www.orientation.umd.edu/univcourses.html>
- e) Tutoring@UMD <http://www.tutoring.umd.edu/>
- f) Counseling Center: Learning Assistance Service: Math Learning Program
www2.math.umd.edu/~jmr/141/MathLearning.pdf
- g) Counseling Center: Career Counseling Services
<http://www.counseling.umd.edu/cs/counseling/career/>
- h) Individual Studies Program <http://www.ivsp.umd.edu/>
- i) Office of Letters and Sciences <http://www.ltsc.umd.edu/>
- j) International Student & Scholars Services: SEVIS Transfer
<http://globalmaryland.umd.edu/offices/international-students-scholar-services/sevis-transfer>
- k) CollegeTransfer.Net <http://www.collegetransfer.net/>
- l) College of Behavioral and Social Sciences: Your Career
<http://bsosundergrad.umd.edu/your-career/your-career>
- m) University Teaching and Learning Program <http://tltc.umd.edu/content/utlp>
- n) Survey of Earned Doctorates <https://www.nsf.gov/statistics/srvydoctorates/>
- o) The Versatile PhD <https://versatilephd.com/>
- p) Maryland Transfer Advantage Program <https://www.admissions.umd.edu/apply/mtap.php>
- q) Data Managers https://umd.service-now.com/itsc/?id=kb_article&article=KB0012362
- r) Data Stewards https://umd.service-now.com/itsc/?id=kb_article&sys_id=d02a834637497e00a90963d2b3990e31
- s) Athletic Academic Support & Career Development
http://www.umterps.com/ViewArticle.dbml?DB_OEM_ID=29700&ATCLID=208131539
- t) AlcoholEdu <http://www.studentaffairs.umd.edu/student-life/alcoholedu>
- u) Campus Assessment Working Group (CAWG)
<https://www.irpa.umd.edu/CAWG/index.html>

Appendix IV.6 – Other Sources Evaluated by Review Team

- a) Closing the Achievement Gap 2014-2015 ([private document](#))
- b) Strategic Plan Implementation: Second Year (FY 2010); Task Forces, Councils and Committees <http://provost.umd.edu/SP07/Implement2/TaskGroupsYear2.cfm>
- c) Office of Undergraduate Studies: Annual Report FY2015
<http://www.ugst.umd.edu/annualreport/FY2015AnnualReport.pdf>
- d) CAWG Snapshot of Student Experiences: Transfer Students
https://www.irpa.umd.edu/CAWG/Reports/2015/snapshot_june15.pdf

Documents and Appendices for Standard V: Educational Effectiveness Assessment

Appendix V.1 – Document List

- a) Undergraduate Learning Outcomes Assessment
<https://www.irpa.umd.edu/Assessment/LOA-ug.html>
- b) Programs, Curricula & Courses (PCC) Procedures Manual
http://www.provost.umd.edu/PCC_DOCUMENTS/Introduction.htm
- c) General Education Program <http://www.gened.umd.edu/>
- d) UGST 2009-2014 Strategic Plan Retrospective: Excerpt on General Education
<http://www.gened.umd.edu/about-gened/geneddocuments.html>
- e) Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland 2008 <http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf>
- f) Living and Learning Review Report, 2015-2015 Beyond the Classroom Living and Learning Program ([private document](#))
- g) Global Communities Living-Learning Program Annual Report 2015 ([private document](#))
- h) Report of the Committee on Living-Learning Programs ([private document](#))
- i) Undergraduate Program Learning Outcomes Assessment Summary Report
https://www.irpa.umd.edu/Assessment/LearningOutcomes/UG%20Program%20LOA%20Summary%20Report_2016.docx
- j) Undergraduate Learning Outcomes Assessment Summary – Rubric/Scoring Criteria for Coordinators
https://www.irpa.umd.edu/Assessment/LearningOutcomes/UG%20LOA%20Summary%20Rubric%20Scoring%20Criteria%20for%20Coordinators_2016.docx
- k) College of Education Learning Outcomes Assessment Overview ([private document](#))
- l) Graduate School: Guidelines for Assessment Criteria
<https://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/guidelines-assessment-criteria>
- m) 2011 Student Learning Outcomes Assessment Report
http://www.provost.umd.edu/PRR11/Subcommittee4/SLOAR_2011_Report_UMCP.pdf
- n) General Education Assessment <http://www.gened.umd.edu/for-faculty/faculty-gened-assessment.html>
- o) Development of the Assessment for UMD General Education
www.gened.umd.edu/documents/DevelopmentOfGenEDandRubrics.docx
- p) General Education: Instructions for Assessment
http://www.gened.umd.edu/documents/5_6_16_GenEdAssessmentELMS-SetUp&Explantion%20FAQ.pdf
- q) Marquee Course Assessment History
https://umd.app.box.com/files/0/f/3799394226/1/f_33932964943
- r) FY15 Report of the Provost's Commission on Learning Outcomes Assessment: Undergraduate Committee ([private document](#))
- s) UMD Policy on the Review of Academic Units
<http://www.president.umd.edu/policies/2014-i-600a.html>
- t) Undergraduate Studies Memo on 2015 Living Learning Programs Assessment Report Guidelines <http://www.ugst.umd.edu/documents/Living-LearningAnnualReportInstructionsApril2015.pdf>

- u) Living-Learning Programs Student Satisfaction Survey ([private document](#))
- v) Career Center 2015 Graduation Survey
<http://careers.umd.edu/sites/careers.umd.edu/files/2015%20Graduation%20Survey%20Report.pdf>
- w) Transforming General Education at the University of Maryland
<http://www.provost.umd.edu/GenEdReport/GenEdPublic-Dec2010.pdf>
- x) Graduate Outcomes Assessment <http://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment>
- y) Guidelines for 2015 Living-Learning and Other Special Program Reviews ([private document](#))
- z) 2010 Report of the Task Force on Student Retention and Graduation ([private document](#))
- aa) College of Education Foundational Competences
https://www.education.umd.edu/Academics/Programs/teacher_education/documents/FCRevised_Nov2010.doc
- bb) Oral Communication Assessment Impact Report Spring 2015 Data ([private document](#))

Appendix V.2 – Examples of Institutional Outcomes and Assessment

Example 1

Undergraduate degree programs address institutional outcomes of effective oral and written communication as well as critical reasoning and research skills

Biological Sciences Bachelor of Science degree program stipulates that students:

- At the upper level should be able to integrate and apply a relevant body of basic knowledge to the evaluation of existing scientific studies and to the design of studies to test specific hypotheses that includes design elements typically found in a specific field of the chemical and life sciences.
- Students should effectively communicate in writing the processes of science and the results of scientific inquiry.

English Department's Bachelor of Arts degree program stipulates that students:

- will be able critically to analyze a literary text.
- will be able to write persuasively.
- will be able to conduct research in English studies.
- will gain an appreciation for the importance of writing, past and present, in society, for the complexity of literature, and for the variety of perspectives that written expressions represent.

Example 2

Graduate Program Goals program goals align with goals presented in the [Graduate School Guidelines](#)

The doctoral graduate outcomes for Biochemistry state: “Students are expected to develop the intellectual foundation for the proposed field of research through formal coursework, learn how to do research through a series of rotations through different laboratories, formulate a problem for their dissertation topic, write a proposal to conduct research that addresses this problem, carry out the corresponding original research project, publish the work in the peer-reviewed literature, and successfully defend the dissertation.”

Example 3

Program assessment plans outline how faculty and outside professionals are involved in completing the assessment

The School of Architecture, Planning and Preservation’s Architecture program convenes a panel of faculty members and practitioners for an afternoon-long review of student work.

The College of Journalism has created a panel of professionals to review a random sampling of graduating seniors’ portfolios and resumes, and, using rubrics, to rate students’ readiness for media jobs.

The QUEST Honors program asks outside professionals to participate in learning outcome assessments in two ways: (1) alumni attend student presentations and use a rubric to assess elements related to oral communication and (2) representatives from corporate partners assess the performance of student teams.

In Germanic Studies, a learning outcome subcommittee meets to review student work in 300- and 400-level courses (for example: final term papers and midterm and final exams) using department-developed rubrics. The committee meets to review findings and then reports to department faculty.

Example 4

Assessment of career readiness and professional development at the program level

The College of Education ensures students are qualified to join the education profession by assessment of [Foundational Competencies](#);

Kinesiology faculty review a required senior thesis in a capstone course to assess students’ ability to make connections between theory and practice in the application to public health principles;

The Graduate School assesses student progress through program benchmarks to track students’ professional development (see [here](#)).

Example 5: Examples for Criterion 3

Criterion 3a. Use of assessments to assist students in improving their learning

The College of Journalism’s assessment of undergraduate learning outcomes pinpointed deficiencies in some students’ abilities to do basic computations (percent changes, percentages, and even rounding), prompting the college to ask teachers to focus a lesson on these formulas and how they might be used in journalistic storytelling (work on budgets, calculating crime rates, etc.).

Several programs reporting to the Graduate Program LOA revealed deficiencies in students’ ability to write effectively. In response, the Health Services Ph.D. program modified the portfolio process so that students begin the literature review earlier. Other programs are encouraging students to attend workshops and one-on-one consultations provided by the Graduate School.

Criterion 3b. Use of assessments to improve pedagogy and curriculum

The department of Government and Politics assessed outcomes related to research and analytical skills in the AY12 LOA, and methodological skills in AY13. The introductory course, GVPT100, was restructured to include more active learning and discipline-authentic activities including developing, launching and analyzing survey data followed by preparation of an analytical paper.

The Teaching and Learning Transformation Center, created in 2014, assessed the success of students in large enrollment courses by analysis of course grades (% of D, W, F scores). The center launched a major initiative, the [Elevate Fellows](#) program, to reform pedagogy in these courses to improve student learning outcomes.

Criterion 3c: Use of assessment for reviewing and revision of academic programs and support services

Assessment of student learning of conceptual methods of analysis in the undergraduate Economics program in 2010-2013 revealed that a significant minority of students did not meet expectations for this outcome. As suggested by Provost's Commission on Learning Outcomes Assessment, outcomes were then assessed over a sequence of courses. The result persisted despite curriculum reform aimed at helping more students succeed. The department revised the undergraduate curriculum creating a B.A. and B.S. track available Spring 2016. The B.A. curriculum presents an applied approach, addressing the main impediment identified by past assessments.

Assessments of foundational courses in the Sociology undergraduate program are leading to a revision of the undergraduate curriculum, including restructuring of statistics (SOCY201) and research methods (SOCY202) courses, including a new blended and active learning format and requiring concurrent enrollment to highlight the role of statistics in research. The work is supported by a grant from TLTC.

Criterion 3d: Use of assessments in planning, conducting, and supporting a range of professional development activities

The College of Agriculture and Natural Resources responded to Provost’s Commission feedback to add higher-order thinking to undergraduate program learning outcomes. It hosted a 2015 workshop to develop learning outcomes for analysis, synthesis, evaluation and creation of knowledge.

Through academic program assessment the Architecture faculty became engaged in reviewing student work for learning outcomes assessment. This process is now seen as a professional development opportunity where faculty report a deeper understanding of assessment and of student learning.

To support teaching, learning, and assessment in the General Education program, the Office of Undergraduate Studies hosts informative workshops and facilitates discussions among instructors. This includes faculty learning communities that meet regularly (I-Series FLC, Scholarship in Practice FLC, UGST Faculty Fellows FLC, Large Lecture Faculty FLC, Diversity FLC, Living-Learning Program Directors FLC).

UMD hosts conferences attended by UMD faculty, administrators, and staff that regularly have sessions on LO assessment including: [Maryland Student Affairs Conference](#), [Innovations in Teaching and Learning](#).

The [Teaching & Learning Transformation Center](#), founded in 2014, is a central campus resource for administrators, departments, and individual faculty members. TLTC staff provide consulting on effective course and program assessment, conduct empirical evaluations of course redesign initiatives, and provide workshops and resources to help faculty leverage assessment data to enhance effectiveness, engagement, efficiency, and outcome equity.

Criterion 3e: Use of assessment results for planning and budgeting for the provision of academic programs and services (Criterion 3e)

The Department of Resident Life uses data for planning and resource allocation for the Math Success tutoring program. Since FY10, the total number of annual visits has increased by almost two-thirds to over 6,200 visits, and the number of unique visitors almost doubled to 1,350 in FY15.

The annual planning cycle process led by the Office of Undergraduate Studies ensures adequate seats for students to graduate in a timely manner. Demand for undergraduate courses is monitored during registration periods.

Criterion 3f: Use of assessments results in relation to informing appropriate constituents about the institution and its programs

- The [College of Computer, Mathematical and Natural Sciences Teaching and Learning Center](#) regularly presents findings about teaching and learning at national conferences.
- The [Host Pathogen Interactions teaching](#) team is an example of a faculty group engaging in assessment. They regularly present at national conferences.
- The [Oral Communication Program](#) has engaged in assessment of the freshman oral communication course. They present regularly at national conferences.

Criterion 3g: The Use of assessments results for improving key indicators of student success, such as retention, graduation, transfer, and placement rates

[Task force 2010 on student retention and graduation](#). All undergraduate programs have established benchmarks, four-year plans, and targeted advising initiatives. New programs have been developed to contribute to students' academic and social engagement in the University and build a sense of community (Carillon Communities); emphasis on team projects and active learning in I-Series and Scholarship in Practice courses), institution of Student Success office and associated resources and the 2015 [Policy on Midterm grades](#).

The [On-Campus Student Housing Strategic Plan 2014](#) included a guarantee to house in the fall semester both spring-admitted freshmen participating in Freshmen Connection and freshmen transfer students. This significant shift was informed by a review of data that showed a positive relationship between campus housing and retention/graduation, especially for entering undergraduates

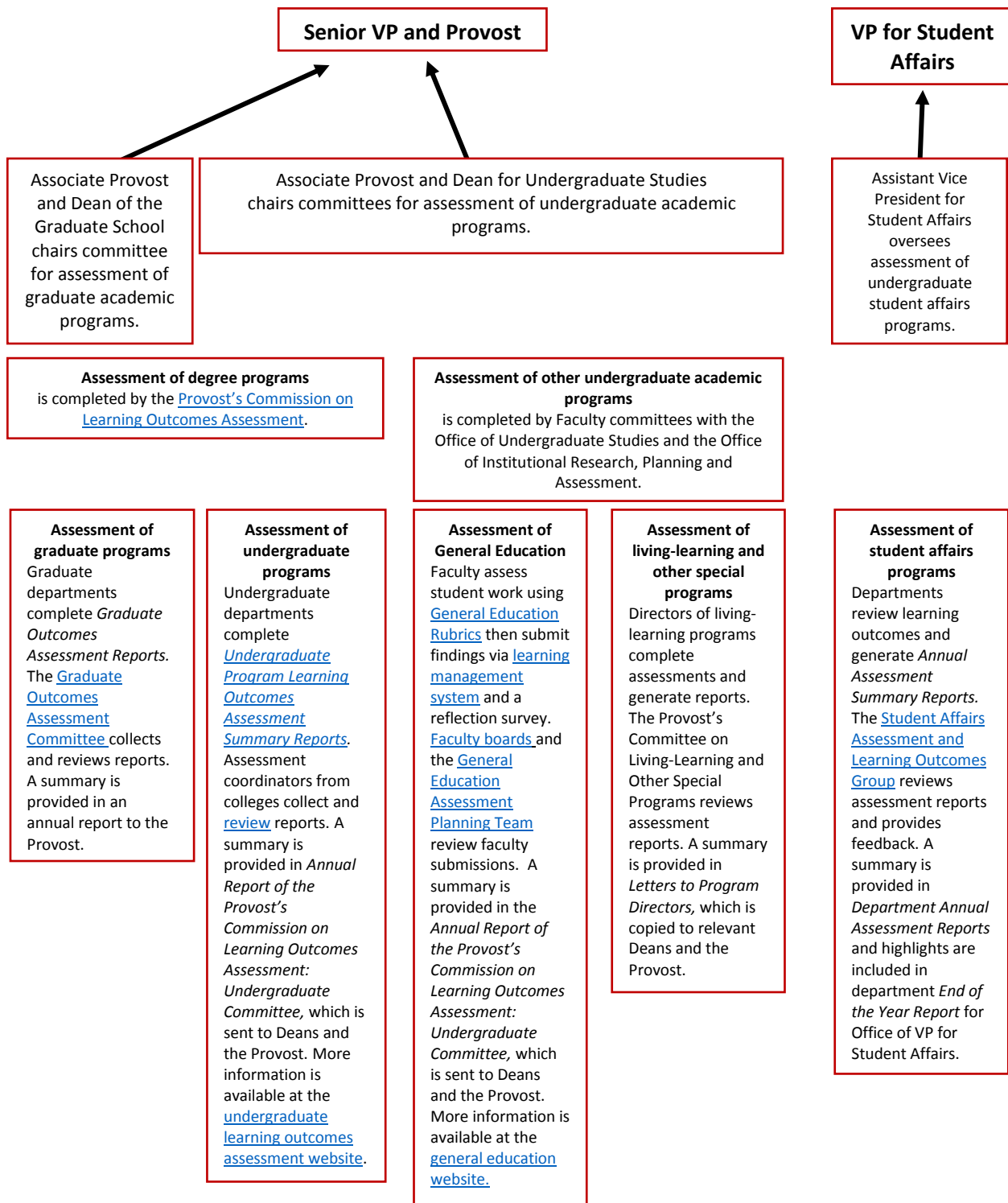
Example 6

Data from General Education assessment are impacting the General Education courses

The Department of Communication reports (see [here](#)) that assessment data from F'13-S'14 showed that many COMM 107 students excelled in establishing their credibility and creating effective content, but they continued to find vocal and visual delivery difficult. The Oral Communication Program team has revised the course by adding low-stakes speaking opportunities throughout the semester, series of workshops, TERPtalks featuring former COMM 107 students, and improved technology in the classrooms.

Appendix V.3

Organization of Outcomes Assessment Process



Appendix V.4 – Referenced Campus Offices, Committees, and Groups

- a) Division of Student Affairs: Assessment and Learning Outcomes Committee
<http://www.studentaffairs.umd.edu/staff-faculty/assessment-and-learning-outcomes>
- b) Provost's Commission on Learning Outcomes Assessment
<http://www.provost.umd.edu/pcloa/index.cfm>
- c) Office of Undergraduate Studies <http://ugst.umd.edu/>

Appendix V.5 – Other References

- a) Carillon Communities <http://www.carillon.umd.edu/>
- b) The First-Year Innovation and Research Experience (FIRE) <http://www.fire.umd.edu/>
- c) Academy for Innovation and Entrepreneurship: Fearless Ideas Courses
<http://innovation.umd.edu/learn/>
- d) Department of Economics: Masters in Applied Economics
http://masters.econ.umd.edu/program_overview.html
- e) Best Practices for Successful Assessments
https://www.irpa.umd.edu/Assessment/LearningOutcomes/best_practices_assessment.pdf
- f) Public Health Science Learning Outcomes Assessment (private document)
- g) Graduate School: Assessment Deadlines <https://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/assessment-deadlines>
- h) Marquee Courses in Science and Technology <http://www.marqueecourses.umd.edu/>

Appendix V.6 – Other Sources Evaluated by the Working Group

- a) College of Computer, Mathematical, & Natural Sciences Presentations in Conferences
<http://cmns-tlc.umd.edu/national-and-international-meetings/>
- b) Elevating Teaching and Learning through Course Transformation
<http://tltc.umd.edu/content/elevate-fellows>
- c) Host Pathogen Teaching Group <http://cbmg.umd.edu/cbmg-home/hpi-teaching-group/>
- d) Innovations in Teaching and Learning Conference <http://it.umd.edu/as/twt/index.html>
- e) Maryland Student Affairs Conference <http://msac.umd.edu/>
- f) On-Campus Student Housing Strategic Plan <http://reslife.umd.edu/hsp/>
- g) Oral Communication Program <https://www.comm.umd.edu/undergraduate/oral-communication-program>
- h) UMD Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-600B.pdf>
- i) Testudo Curriculum Management <https://umd-cm.umd.edu>
- j) Office of Undergraduate Studies: Mission and Program Overview
<http://www.ugst.umd.edu/aboutugst.html>
- k) Vice President's Advisory Committee (VPAC) <http://vpac.umd.edu/>
- l) Graduate School: Assessment vs. Benchmarking <http://gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/assessment-vs-benchmarking>

Documents and Appendices for Standard VI: Planning, Resources, and Institutional Improvement

Appendix VI.1 – Document List

- a) Budget and Tuition Information <http://otcads.umd.edu/bfa/budgetinfo3.htm>
- b) Promoting Innovation: The University of Maryland IT Strategic Plan https://it.umd.edu/sites/divisionofit.umd.edu/files/StratPlan_final0213.pdf
- c) Division of Student Affairs: About Us <http://www.studentaffairs.umd.edu/about-us>
- d) Faculty Incentive Program <http://research.umd.edu/development/faculty-incentive>
- e) Strategic Plan Implementation: Resource Reallocation for FY 2011: Academic Affairs http://www.provost.umd.edu/SP07/Implement2/Reallocation_FY2011_Academic_Affairs.cfm
- f) Strategic Plan Implementation: Second Year (FY 2010) <http://provost.umd.edu/SP07/Implement2/index.cfm>
- g) Flagship 2020 Commission <http://www.umd.edu/Flagship2020/>
- h) Synthesized Report of the Findings and Recommendations of the Flagship 2020 Commission Work Groups <http://www.umd.edu/Flagship2020/pdf/2020commissionrecommendations-final.pdf>
- i) UMD Policy on the Review of Academic Units <http://www.president.umd.edu/policies/2014-i-600a.html>
- j) Learning Outcomes Assessment <https://www.irpa.umd.edu/Assessment/LOA.html>
- k) Graduate Outcomes Assessment <http://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessmenthttps://umd.box.com/s/oeek4e6bkm0ygmxxhehuks1fqyogzg>
- l) Task Force Report on Cybersecurity https://www.president.umd.edu/sites/president.umd.edu/files/files/documents/Task_Force_on_Cybersecurity_Report_Final_June_12_2014.pdf
- m) 2011-2030 Facilities Master Plan <https://www.facilities.umd.edu/documents/fmp/2011-2030%20facilities%20Master%20Plan.pdf>
- n) University of Maryland Climate Action Plan https://sustainability.umd.edu/sites/sustainability.umd.edu/files/climate_action_plan.pdf
- o) USM Policy on Financial Management <http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII700.html>
- p) Office of Undergraduate Studies: Annual Report FY2015 <http://www.ugst.umd.edu/annualreport/FY2015AnnualReport.pdf>
- q) UMD Libraries 2015 Annual Report <http://issuu.com/umdlibraries/docs/umdlibraries2015annualreport>

Appendix VI.2 Campus-level Advisory Bodies

Essential to the vitality of academe is shared responsibility for governance. All legal authority is vested in and flows from the governing board. It delegates specified authority to the President of UMD who, in turn, delegates specified authority to other administrators. University and unit administrators share governance responsibility with faculty, staff, and student representatives. There is a delicate and complex balance between broad institutional participation and ultimate institutional accountability. No governance group exercises total control over the entire governance process. Different groups have primary responsibility for different spheres of governance. It is a process of collaborative and complementary responsibility for the governance of the institution by multiple stakeholders.

The University of Maryland leadership team consists of the members of the **Cabinet** and the **Deans Council**. These leaders serve UMD with exceptional competence, insight, and dedication.

The Cabinet includes 15 direct and co-reports to the President: the Senior Vice President and Provost; Vice President- Research; Vice President- University Relations; Vice President- Administration; Vice President- Student Affairs; Chief Financial Officer; Vice President- Information Technology and Chief Information Officer; Vice President- General Counsel; Associate Vice President- Communications; Director- State Relations; Director- Federal Relations; Chief Diversity Officer; Athletic Director; Chief Strategist- Business and Economic Development; and Assistant President and Chief of Staff.

The Deans Council includes the 14 deans who report to the Provost, the deans for: Agriculture; Architecture, Planning and Preservation; Arts and Humanities; Business; Behavioral and Social Sciences; Computer, Mathematical, and Natural Sciences; Education; Engineering; Graduate School; i-School; Journalism; Libraries; Public Health; Public Policy; and Undergraduate Education.

A key tenet of the University of Maryland's shared governance model is the robust **University Senate**, which is composed of faculty, staff, students, and administrators that are peer-elected, volunteer, or appointed. The primary function of the senate is to advise the university president on virtually all campus policy matters and concerns, including but not limited to: education, budget, personnel, campus-community, long range plans, facilities, and faculty, staff and student affairs (subject to the limitations imposed by laws or mandates from the University of Maryland System Board of Regents or the Chancellor).

A number of councils are aligned with the Senate, including:

Councils:

- [Athletic Council](#)
- [Campus Transportation Advisory Committee \(CTAC\)](#)
- [Council of University System Faculty \(CUSF\)](#)
- [Council of University System Staff \(CUSS\)](#)
- [IT Council](#)

- [Library Council](#)
- [Research Council](#)

To provide some detail about one of these councils, the **Athletic Council** exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council is the primary body which advises the president on all matters relating to intercollegiate athletics. It is responsible for formulation and recommendation of policy matters affecting intercollegiate athletics and for monitoring the implementation of such policy by the intercollegiate athletics program. The council, on behalf of the president, provides the necessary faculty input and participation in intercollegiate athletics as required by the Big Ten Conference, National Collegiate Athletic Association and the University of Maryland at College Park. The council does not execute policy but serves to influence policy development and administration.

Other key bodies that provide critical input, include the following:

- The **Finance Committee** oversees the management of the annual Campus Operating and Capital Budgets and reviews resource issues of campus-level significance that arise within the fiscal year. The Finance Committee is advisory to the President. The specific roles of the Finance Committee are as follows: (1) Define and oversee the administration of the annual operating budget; (2) Define and oversee the administration of state, system and institutional funded capital programs; (3) Develop and oversee the administration of programs to assign and control use of non-financial resources; (4) Assess the manner in which financing can best be arranged to support capital and operating program needs in response to priorities defined by the cabinet; (5) Provide policy guidance for campus level treasurer-type activities and programs to protect campus assets; and (6) Evaluate overall functioning of campus financial systems and initiate corrective actions as required.
- The **Facilities Council** supports the University of Maryland in its mission of achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. The Facilities Council provides strategic guidance to Facilities Management, which is responsible for the physical campus – its academic, research and administrative spaces, the infrastructure that supports the buildings, and the landscape that surrounds them.
- The **University Sustainability Council** exists to advise the President, the Office of Sustainability, and the campus community about issues related to the integration of sustainability into campus operations. Campus operations include the physical campus as well as the university's core missions of teaching, research, and service. To assist the university in implementing its [Climate Action Plan](#), the Council considers the costs and benefit of various carbon reducing expenditures as well as policy activities that support carbon neutrality and sustainability.

- The **Research Support Operations Committee (RSOC)** is responsible for conducting strategic, hazard and/or compliance risk evaluations. Research excellence, safety and compliance, are inextricably intertwined. Safety and compliance are core values of our institution and integral parts of the responsible conduct of research. The university expects all members of our research community to integrate safety into their research activities, to strive for excellence and to go beyond minimum compliance. The RSOC is asked to determine how the risk affects the achievement of the university's strategic goals of being a magnet for exceptional students that functions as an international center housed in a vibrant surrounding community which serves as a catalyst for economic development and a healthier society. RSOC oversight includes managing the following: safe use of humans/animals; conflict of interest; laboratory safety; facilities/maintenance; loss/lack of facilities; major equipment damage; administrative service; inability to meet desired level of service quality; reputational damage; loss of federal funding; federal investigations; etc.

Appendix VI.3 – Referenced Campus Offices, Committees, and Groups

- a) Office of Institutional Research, Planning, & Assessment <https://www.irpa.umd.edu/>
- b) Academy for Innovation & Entrepreneurship <http://innovation.umd.edu/>
- c) Teaching and Learning Transformation Center <http://tltc.umd.edu/>

Appendix VI.4 – Other References

- a) College Park Academy <http://www.collegeparkacademy.com/>
- b) Maryland Language Science Center <http://languagescience.umd.edu/>
- c) Institutional Research, Planning & Assessment: Course Evaluations <https://www.irpa.umd.edu/Assessment/CourseEval/CourseEval.html>
- d) Institutional Research, Planning & Assessment: Faculty & Staff Reporting <https://www.irpa.umd.edu/Assessment/FacStaffReporting.html>
- e) Campus Assessment Working Group (CAWG) <https://www.irpa.umd.edu/CAWG/index.html>
- f) Strategic Plan Implementation: Second Year (FY 2010); Task Forces, Councils and Committees <http://provost.umd.edu/SP07/Implement2/TaskGroupsYear2.cfm>
- g) Strategic Plan Implementation: Year Three Task Forces, Councils, and Committees <http://www.provost.umd.edu/SP07/Implement3/TaskGroupsYear3.cfm>
- h) College Park Scholars <http://scholars.umd.edu/>
- i) Honors College <http://www.honors.umd.edu/>
- j) Institutional Research, Planning & Assessment: Campus Counts <https://www.irpa.umd.edu/CampusCounts/index.html>
- k) Division of Research: Facts and Figures <http://www.research.umd.edu/about/facts-figures>
- l) Universities at Shady Grove <http://shadygrove.umd.edu/>
- m) Dining Services: Sustainable Food Commitment <http://dining.umd.edu/sustainability/sustainable-food-commitment/>
- n) Representative academic unit review documents ([private folder](#))
- o) “Managing for Results” 2015 report to the Maryland Higher Education Commission ([submitted annually, private document](#))

Appendix VI.5 – Other Sources Evaluated by Review Team

- a) Office of Institutional Research, Planning & Assessment: Assessment Activities at the University of Maryland <https://www.irpa.umd.edu/Assessment/index.html>
- b) CAWG Snapshot of Student Experiences: Alumni Perceptions of Diversity https://www.irpa.umd.edu/CAWG/Reports/2015/snapshot_nov15_retcomp.pdf

Documents and Appendices for Standard VII: Governance and Leadership

Appendix VII.1 – Document List

- a) Maryland Higher Education Commission (MHEC) Commission Responsibilities <http://mhec.maryland.gov/About/Pages/commission.aspx>
- b) Code of Maryland Regulations: Title 13B: Maryland Higher Education Commission http://www.dsd.state.md.us/comar/subtitle_chapters/13B_Chapters.aspx
- c) Chancellor Robert L. Caret Biography <http://www.usmd.edu/usm/chancellor/bio>
- d) University System of Maryland Board of Regents <http://www.usmd.edu/regents/>
- e) Bylaws of the Board of Regents of the University System of Maryland <http://www.usmd.edu/regents/bylaws/>
- f) USM Policy on Public Ethics for the Board of Regents <http://www.usmh.usmd.edu/regents/bylaws/SectionI/I700.html>
- g) UMD Policy on Conflict of Interest and Conflict of Commitment <http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310A.pdf>
- h) UMD Procedures on Conflict of Interest and Conflict of Commitment <http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310B.pdf>
- i) Office of the President: About the President (President Loh's Biography) <http://www.president.umd.edu/administration/about-president>
- j) List of UMD Policies <http://www.president.umd.edu/administration/policies>
- k) USM Policy on Shared Governance in the University System of Maryland <http://www.usmh.usmd.edu/regents/bylaws/SectionI/I600.html>
- l) Office of the President: Organizational Chart <http://www.president.umd.edu/administration/organizational-chart>
- m) Office of the Senior Vice President and Provost: Organizational Chart <http://www.provost.umd.edu/about/SVPAAPorgchart.pdf>
- n) Division of Administration and Finance: Organizational Chart <https://drupal-base-s3-drupalshareds3-4rdo4ub4q8fm.s3.amazonaws.com/vpaf/s3fs-public/uploads/ADMIN%20Org%20Chart-2016-12.pdf>
- o) Division of Research: Organizational Chart <http://research.umd.edu/about/org-chart>
- p) UMD Policy on the Review of Deans of Academic Units http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/I_600B.pdf
- q) UMD Policy on the Review of Department Chairs and Directors of Academic Units http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/I_600C.pdf
- r) Plan of Organization for Shared Governance at the University of Maryland, College Park http://senate.umd.edu/governingdocs/Plan_of_Organization.pdf
- s) Bylaws of the University Senate at the University of Maryland <https://www.senate.umd.edu/governingdocs/bylawsrevised03-18-16.pdf>
- t) Board of Regents Policy on the Five-Year Review of USM Presidents <http://www.usmd.edu/regents/bylaws/SectionVII/VII501.html>
- u) Division of Student Affairs: Organization Chart <http://www.studentaffairs.umd.edu/about-us/organization-chart>
- v) Division of Information Technology: Organizational Chart <http://it.umd.edu/organization>

- w) Division of University Relations: Departments
<http://urhome.umd.edu/departments/index.cfm>
- x) Organization of the Office of General Counsel
<http://www.president.umd.edu/legal/staff.html>

Appendix VII.2: The President’s Cabinet and biographies of the Senior Leadership Team President’s Cabinet

Dr. Wallace D. Loh, President
Mr. Kevin Anderson, Director of Athletics
Dr. Linda Clement, Vice President for Student Affairs
Mr. Carlo Colella, Vice President for Administration and Finance
Dr. Eric Denna, Vice President and Chief Information Officer
Mr. Paul Dworkis, Associate Vice President and Chief Financial Officer
Ms. Michele Eastman, Assistant President and Chief of Staff
Ms. Cornelia Kennedy, Assistant to the President
Ms. Virginia Meehan, Director for Federal Relations
Dr. Patrick O’Shea, Vice President for Research
Dr. Mary Ann Rankin, Senior Vice President and Provost
Mr. Michael Poterala, Vice President and General Counsel
Dr. Kumea Shorter-Gooden, Associate Vice President and Chief Diversity Officer
Mr. Ross Stern, Executive Director of Government Relations
Mr. Neil Tickner, Assistant to the President
Mr. Peter Weiler, Vice President for University Relations
Mr. Brian Ullmann, Associate Vice President, University Marketing and Communications

Biographies of the Vice Presidents

Mary Ann Rankin, Senior Vice President and Provost

Dr. Rankin received her B.S. in biology and chemistry from Louisiana State University, was a National Science Foundation pre-doctoral fellow at the University of Iowa and Imperial College Field Station, Ascot, England, and earned a Ph.D. in physiology and behavior from the University of Iowa in 1972. She was a National Institutes of Health post-doctoral fellow at Harvard University until joining The University of Texas at Austin in 1975 as an assistant professor of zoology. Prior to assuming this position in October 2012, Dr. Rankin was CEO of the National Math and Science Initiative (NMSI) in Dallas, TX; and she previously spent 36 years at The University of Texas (UT) at Austin, where she served for six years as chair of biological sciences and for nearly 17 years as Dean of the College of Natural Sciences. Dr. Rankin's research focuses on studies of the physiologic relationships governing the evolution of insect life history strategies. She is a member of the American Entomological Society, the Royal Entomological Society, and the American Association for the Advancement of Science. She serves on several non-profit boards including the Southwest Research Institute (one of the nation's premier, non-profit R&D firms in engineering and space sciences) and the Science Education Advisory Board of the Howard Hughes Medical Institute, as well as the Advisory Committee for the Division of Education and Human Resources at the National Science Foundation.

Carlo Colella, Vice President for Administration and Finance

Mr. Colella earned B.S. and M.S. degrees in Civil Engineering from the University of Maryland and the University of California, Berkeley, respectively. He is certified as a Professional Engineer and a LEED Accredited Professional. Prior to this role, Mr. Colella served as the University's Associate Vice President and Chief Facilities Officer during 2011-2013. He joined the University in 1988 and has held progressively responsible positions in Facilities Management, including service as Director of Capital Projects during 2002-2011. Prior to his career at Maryland, Mr. Colella worked as a professional engineer for five years.

Patrick O'Shea, Vice President for Research

Dr. O'Shea holds a B.S. degree from the National University of Ireland, University College Cork, and M.S. and Ph.D. degrees from the University of Maryland, all in physics. His technical expertise lies in the field of applied electromagnetics, nonlinear dynamics and particle accelerator technology, and applications. Prior to his appointment in July 2011, Dr. O'Shea previously served as Chair of the Department of Electrical & Computer Engineering; Executive Director of the Center for Applied Electromagnetics; Co-Director of the Maryland Cyber Security Center; and Director of the Institute for Research in Electronics and Applied Physics. He played a leading role in the founding of the Maryland NanoCenter, the Maryland Center for Applied Electromagnetics, and the Maryland Cyber Security Center. He also was a project leader at the University of California Los Alamos National Laboratory, and a faculty member at Duke University working on the Medical Free-Electron Laser Program. He is a Fellow of the Institute of Electrical and Electronic Engineers, the American Physical Society, and the American Association for the Advancement of Science, and a University of Maryland Distinguished Scholar-Teacher. He serves on several boards, including: National Institute of Aerospace, Cooperative Institute for Climate and Satellites, Universitas 21 Research Leaders Steering Group, Maryland Cybersecurity Council, Maryland Innovation Initiative, Oak Ridge Associated Universities and Oak Ridge Associated Universities Foundation, and Wild Geese Network of Irish Scientists.

Eric Denna, Vice President for Information Technology and Chief Information Officer

Dr. Denna received a B.S. in accounting and an M.S. in information systems from Brigham Young University, and a doctorate in information systems from Michigan State University, where he was the Coopers & Lybrand Doctoral Scholar. He was the Warnick/Deloitte & Touche Faculty Fellow and associate professor of information systems at BYU's Marriott School of Management. Prior to his appointment in July 2014, Dr. Denna had 30 years of IT leadership experience at research universities and in the private sector. He served as the CIO for the University of Utah and the Utah System of Higher Education and was co-chair of the Utah Education Network board of directors. Previous positions include: Chief Operating Officer of the RBL Group; Senior Vice President, Global Operations and Process Design at Ascent Media; CIO and Chief Technology Officer of the Church of Jesus Christ Latter-day Saints in Salt Lake City; CIO of Brigham Young University (BYU); CIO for the Times Mirror Higher Education Group in Chicago; and as a consultant at Ernst & Young, Price Waterhouse, and Coopers & Lybrand. Dr. Denna serves as Vice Chair of the Kualu Foundation, and he works with the CIOs of the Big Ten Academic Alliance on using technology to transform learning and teaching.

Michael Poterala, Vice President and General Counsel

Mr. Poterala is an honors graduate of Georgetown University and received a J.D. from the Georgetown University Law Center. Prior to his appointment in December 2014, Mr. Poterala was Deputy General Counsel at North Carolina State University and chaired their Compliance Officials Working Group and the Professional Sports Counseling Panel. Mr. Poterala worked previously at Michigan State University (MSU) for 13 years as both an attorney in the legal office and as the director of MSU's technology transfer office. Prior to academe, he was in private practice in Detroit for 10 years, representing clients in state and federal courts in the areas of commercial litigation, labor and employment, and trademark and copyright enforcement. During this time, he most notably served as the Michigan general counsel for the Motion Picture Association of America. Mr. Poterala was elected as a trustee and president of the Northville, Michigan Board of Education (1996-2000), and was later appointed as a director and president of the Northville Educational Foundation (2002-2010).

Linda Clement, Vice President for Student Affairs

Dr. Clement earned her B.A. from the State University of New York-Oswego, her M.A. from Michigan State University, and her Ph.D. from the University of Maryland. Dr. Clement began her career at the University of Maryland in 1974 as a staff member in the departments of Resident Life and Orientation. From the late 1970s until 2000, Dr. Clement served as Director of Undergraduate Admissions and later as the Assistant Vice President for Academic Affairs. Dr. Clement's career also included a brief stint as the President's Chief of Staff in 2000, prior to being appointed Vice President in 2001. Additionally, Dr. Clement is an affiliate associate professor in the Department of Counseling and Personnel Services, where she teaches and advises masters and doctoral students. Outside the University, Dr. Clement has served as a Trustee and Chair for The College Board. She frequently engages in scholarly research and has authored numerous journal articles and book chapters, as well as her own book, *Effective Leaders in Student Services: Voices from the Field*.

Peter Weiler, Vice President for University Relations

Mr. Weiler received his B.A. in psychology and M.A. in higher education from the University of Vermont. Mr. Weiler was appointed in August 2012 and previously worked for 25 years in university development and advancement, rising to senior leadership positions at leading public research universities with large and successful development programs: Vice President for Advancement at the University of New Hampshire and President of the UNH Foundation; Senior Vice President for Development at The Ohio State University and President of the OSU Foundation; Senior Associate Vice President and advanced to Vice President for Development at The Pennsylvania State University; and began his career in the field of student development at University of California, Los Angeles, advancing to Associate Dean of Students. He has served on the boards of community organizations that include United Way, the Central Pennsylvania Festival of the Arts, and Special Olympics.

Appendix VII-3: Changes in the President’s Senior Leadership Team at the University of Maryland, College Park since 2007

- Wallace D. Loh became the 33rd President of the University in November 2010, succeeding C. Dan Mote, Jr. (1998-2010), who returned to the faculty as a Regents Professor in Mechanical Engineering and who, in 2013, assumed leadership of the National Academy of Engineering.
- Mary Ann Rankin was appointed Senior Vice President and Provost in October 2012, succeeding Ann G. Wylie (2011-2012), Nariman Farvardin (2007-2011), and William W. Destler (2001-2007).
- Carlo Colella was appointed Vice President for Administration and Finance in June 2013, succeeding Robert M. Specter (2011-2013), Frank Brewer (Interim 2011), Ann G. Wylie (2008-2011), Douglas M. Duncan (2007-2008), and Frank Brewer (Interim 2007).
- Patrick O’Shea was appointed Vice President for Research in July 2011,⁶ succeeding Norma Allewell, (Interim 2010-2011) and Melvin Bernstein (2006-2010).
- Eric L. Denna was appointed Vice President for Information Technology and Chief Information Officer in July 2014, succeeding Ann G. Wylie (Interim 2014), Brian Voss (2011-2014), Joseph JaJa (Interim 2010-2011), and Jeffrey Huskamp (2004-2010).
- Linda M. Clement, Vice President for Student Affairs (2001-present)
- Peter Weiler was appointed Vice President for University Relations in August 2012, succeeding William Brodie Remington (1999-2012).
- Michael Poterala was appointed Vice President and General Counsel in January 2015, succeeding Jack Terence Roach, Executive Assistant to the President and Chief Counsel (1995-2014).

⁶ Dr. O’Shea will depart in 2017 to assume the presidency of the University of Cork (Ireland).

Appendix VII.4 – Current Roster of Deans

College	Dean	start date
Agriculture and Natural Resources	Craig Beyrouthy	2015
Architecture, Planning, & Preservation	Sonia Hirt as of Sept 2016	2016
Arts and Humanities	Bonnie Thornton Dill	2011
Behavioral and Social Sciences	Gregory F. Ball	2014
Business	Alexander J. Triantis	2013
Computer, Mathematical, & Natural Sciences	Jayanth Banavar	2011
Education	Donna Wiseman	2007
Engineering	Darryll Pines	2009
Graduate School	Charles Caramello Jeffrey Franke (interim) as of July 2016)	2006-2016
Information Studies	Keith Marzullo	2016
Journalism	Lucy A. Dalglish	2012
Libraries	Babak Hamidzadeh (interim)	2015
Public Health	Jane C. Clark (Boris D. Lushniak as of January 2017)	2012-2017
Public Policy	Robert Orr	2014
Undergraduate Studies	William Cohen	2015

- In 2010-2011, the College of Computer, Mathematical, and Physical Sciences and the College of Life Sciences became the College of Computer, Mathematical, and Natural Sciences, eliminating a dean's position.
- The Office of Professional Studies, which was headed by a dean, was eliminated in 2008 and replaced by the Office of Extended Studies, with an Assistant Vice President serving as its director. This office is now subsumed under the Associate Vice President of Records, Registration, and Extended Studies.

Appendix VII.5 –Campus Offices, Committees, and Groups

- a) University of Maryland College Park Foundation Board
<http://umcpf.org/board/showCommittee.php?name=umcp-foundation-board>
- b) University of Maryland College Park Foundation <http://umcpf.org/board/homepage.php>
- c) The President's Commission on Women's Issues <http://umd.edu/commissions/PCWI/>
- d) The President's Commission on Ethnic Minority Issues
<http://umd.edu/commissions/PCEMI/>
- e) The President's Commission on Disability Issues <http://umd.edu/commissions/PCDI/>
- f) The President's Commission for Lesbian, Gay, Bisexual and Transgender Issues
<http://umd.edu/commissions/PCLGBTI/>
- g) University Athletic Council
https://www.senate.umd.edu/councils/athletic_council/index.cfm
- h) President's Commission on UMD and Big Ten/CIC Integration
<http://www.president.umd.edu/administration/commissions-task-forces-and-councils/president-s-commission-umd-and-big-tencic>
- i) President's Commission on Intercollegiate Athletics
<https://www.president.umd.edu/presidents-commission-intercollegiate-athletics>
- j) Flagship 2020 <http://www.umd.edu/Flagship2020/>
- k) Office of the Senior Vice President and Provost provost.umd.edu/
- l) Division of Administration and Finance <http://vpaf.umd.edu/>
- m) Division of Research <http://research.umd.edu/>
- n) Division of Information Technology <http://www.it.umd.edu/>
- o) Office of General Counsel <https://www.president.umd.edu/office-general-counsel>
- p) Division of Student Affairs <http://www.studentaffairs.umd.edu/>
- q) Division of University Relations <http://www.urhome.umd.edu/>
- r) Student Government Association <http://www.umdsga.com/>
- s) Graduate Student Government <http://umd.orgsync.com/org/gsg/>

Appendix VII.6 – Other References

- a) The University System of Maryland <http://www.usmd.edu/>
- b) Maryland Higher Education Commission Members
<http://mhec.maryland.gov/About/Pages/members.aspx>
- c) Council of University System Faculty
<http://www.usmd.edu/usm/workgroups/SystemFaculty/>
- d) Council of University System Staff <http://www.usmd.edu/usm/workgroups/SystemStaff/>
- e) University System of Maryland Student Council
<http://www.usmd.edu/usm/workgroups/StudentCouncil/>
- f) Maryland State Ethics Commission <http://ethics.maryland.gov/>